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ABSTRACT

A 1985 study of students at Ferris State University (Michigan) found that the majority of freshmen improve their writing abilities from their beginning English course to the end of their freshman year, with ability levels changing little after that. In the current study, graduating seniors were studied to evaluate growth in writing throughout the undergraduate experience. The study examined the correlation between writing ability and the following variables: academic retention, age, sex, grade point average, major, scores on the American College Test, and grades in writing courses. In addition, case studies were conducted of seven seniors, involving three interviews and writing samples. Results showed no correlation between writing performance and academic retention or age. Females outperformed males in writing performance, and significant correlation was also found between grade point average and writing performance. Appendices contain student interview materials, transcripts of interviews with seven students, and writing samples of the seven students. Includes 34 references. (JDD)

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The Writing of Ferris State University Students: A View Across the Curriculum

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Preface

As institutions of higher education come under increasing pressure to demonstrate in behavioral terms what students are learning, a number of models have been advanced claiming to measure student progress through the curriculum. For many, testing seems the obvious solution for determining how much students have learned. A frequently used standardized exam, the ACT COMP test of general education skills, is widely used at some institutions such as the University of Tennessee at Knoxville where it has become the cornerstone for evaluation and reform of general education. Other standardized tests such as the GRE of the Educational Testing Service have long been used to measure the educational outcomes from one institution against those of others.

Most who endorse such standardized exams are willing to admit that they are incomplete, that they measure lower order skills such as recall and memorization, and that they give no indication of future performance in a field to which students are aspiring. Used alone these tests are insufficient for determining the viability of educational programs. Even more questionable is the widespread practice, endorsed by ACT itself, of comparing the results from one institution with another, implying that some institutions, functioning like GM automotive assembly plants, are better equipped to offer more "added-on" features, presumably at less cost and at a greater velocity of production. The entire educational community ought to be concerned that state legislators might base funding on such formulas, ignoring distinctive differences in student population, racial mix, and institutional mission.

Dissatisfied with the ACT alone for course exemption and placement, faculty in the Department of Language and Literature at Ferris State University began an assessment program five years ago in an attempt to establish an accurate picture of the writing of Ferris students. From this initial effort, which was assisted with educational consultants and measurement specialists such as Dr. Robert Christopher from the New Jersey State Assessment Project and Dr. Fred Swartz from our own Office of Testing, faculty wished to go beyond an examination of course and program outcomes to look at writing throughout the undergraduate experience. Aware of previous studies, such as Kitzhaber's, that claimed little or no growth in writing throughout the undergraduate experience, a faculty team undertook the large task of assessing graduating seniors and all incoming freshmen in the fall of 1985. A follow-up study eight months later provided data on in writing sample production among a large group of freshmen who successfully reached the third part of the required freshman sequence.

Our review of the research indicated that writing samples themselves reveal little more than an ability to produce a rough draft in an hour. Their advantages, in offering the possibility of obtaining highly valid and replicable measurements administered in tightly controlled, even clinical environments, are outweighed by their disadvantages,particularly in their inability to measure more than quickly produced rough drafts. Furthermore, an assessment based on writing samples alone does little to interpret the success of a process-oriented curriculum. Though samples might portray one part of a composite portrait, we preferred to develop a multiple measures assessment of writing progress. In chapter two, we outline the features of the last phase of our project involving interviews, transcript evaluation, and student self-assessment. Assisted by Lester Faigley's work at the University of Texas, we undertook a comprehensive view of writing development throughout the undergraduate years for a selected group of graduating seniors.

Throughout our studies we recognized that a comprehensive assessment throughout the curriculum is preferable to any single measure. In concluding our study, we were left with the realization that students at Ferris, particularly those who persist through graduation, truly are unique. No strangers to adversity, our senior subjects offered us incentive to carry through on our original intent, to offer a composite portrait of student writing throughout the undergraduate curriculum. We are indebted to them and to the many faculty in the Department of Languages and Literature who participated in various phases of this project .

We also wish to extend our thanks to those in the administration who encouraged us by offering financial support in the form of grants and released time from instructional responsibilities. These individuals include Drs. Gary Nash, Vice President for Academic Affairs, Don Priebe, former Vice President for Academic Affairs, Keith Montgomery, former Dean of Arts and Sciences, and Sue Hammersmith, Dean of Arts and Sciences. We also appreciate the assistance given by the Timme Foundation of Ferris State University which provided funds for the final stage of this project.

Chapter 1. The Institutional Culture for Writing Instruction

Since its origin in 1884, Ferris Institute and later Ferris State University has stressed the importance of the basic skills, particularly reading, writing, and mathematics for all students. As an institution originally established by Woodbridge Ferris to retrain immigrant lumberjacks and others who would not be admitted into the selective colleges and institutes springing forth throughout the Midwest, Ferris's Department of English was given the challenge to acculturate and to retrain the vast number of workers who were losing jobs due to shifting economies brought on by the westward movement of the lumber industry. In a 1912 publication, What School, the mission of the department was succinctly presented: "The English Department is the 'free for all' department. The Ferris Institute opens wide its doors for the backward, for those who previously have had no educational advantages. The foreigner who cannot speak a word of English, the man or woman who cannot do the simplest 'sums' in arithmetic, who cannot write a word in any language, is welcome."

A 1910-11 issue of the same publication states "What the business world demands of the young man today is, next to character and accuracy, the ability to use clear, simple and forcible English." Intuitively, these educational founders near the turn of the century felt that language is power, and that such learning is linked with moving the semi-literate and foreign speaking workers out of the northern woods into the rapidly growing centers of industry and commerce in the southern part of Michigan. The English department, which then included mathematics and United States history, had a dual function: to acculturate these non-traditional, misplaced workers into the values and behavioral characteristics of the rising commercial and managerial classes and to train the semi-literate with the tools to enable them to carry on the commerce and manufacturing which were setting this region apart from the predominantly agricultural regions to the west and south.

Through the decades, the mission of the institution and the role of the department have remained in many ways intact. The lumberjacks and the immigrants from Scandinavia and Ireland have been replaced by displaced auto workers, single parents seeking a place in society, international and semi-literate students from impoverished educational environments, and students fresh from high school who find greater satisfaction and success in tinkering and designing things concrete and mechanical in nature than in developing abstract philosophical arguments or treatises on cultural movements.

Given the strong statements of support made on behalf of general education and communication throughout Ferris's history, has the institution been successful in fulfilling the intent of its founding father? Has the State of Michigan's commitment to maintain a higher educational institution dedicated to career-based education been adequately served with an appropriate emphasis on those skills, values, and understandings at the heart of liberal and professional education? We have tried to quantify and to identify some indices that point to learning and attitudinal outcomes. While assessing educational outcomes may reveal one index of institutional and program health, another, focusing on faculty, educational resources and budget as compared to other institutions may signal other signs of institutional commitment.

One important variable in measuring institutional commitment is size of faculty. A recent survey by the Association of Departments of English concluded that departmental size alone in relation to institutional size is a positive indicator of program vitality and diversity. With 41 tenure-track positions, the Department of Languages and Literature is the largest academic department at Ferris State and is among the top five in terms of student credit hours generated. Over 4,000 of the 11,700 Ferris State student body is enrolled in its courses each of the three academic terms. Compared to other state universities in Michigan, Ferris State has a tenure-track English faculty close to the size of those at Wayne State, Central Michigan, and Eastern Michigan (it should be remembered, however, that much of the responsibility for freshman composition at these other institutions is in the hands of teaching assistants pursuing graduate degrees in English). With a full year of required English for all students and with many upper-level writing requirements, its writing program is also one of the largest among the 15 state-assisted universities in Michigan.

Individuals outside the institution, many of whom view Ferris State as primarily a technological-professional university, express surprise when told of the size and diversity of the department's offerings. Within a ten-year period, the department has increased its student credit hour production by over 40%. This points to an increasing recognition of the importance for literacy and for language instruction throughout the curriculum, not just at the freshman level. The department's faculty have been active in the development of new upper-level writing and language courses integrating studies in writing and the humanities with selected professional specialties such as the health sciences, pharmacy, and technology. The technical communication program, begun in 1986, the department's only baccalaureate program at present, has become the focus for faculty interest in programs which bridge the professions and the study of writing and language.

Despite the size of the departmental offerings and signs that point to a growing need for services, particularly in writing instruction, many factors work against Ferris State faculty in guaranteeing that graduates will have the necessary literacy skills required for post-technological employment. Its 1985 mission statement that Ferris will provide a "career-oriented education blending technical and liberal studies for a balanced education" is an ideal that so far eludes those responsible for the academic programming of its undergraduates. Frank Rhodes, President of Cornell University,.in the foreword to the important report of the Professional Preparation Network, Strengthening the Ties That Bind, stated "In an effort to counteract a perceived narrowness in their students, too many institutions have simply added more liberal arts courses to already burdensome professional education. Rarely have they attempted to integrate liberal and professional education in ways that have meaning for all students; rarely have they been able to link high standards of scholarship and professional practice to critical thinking on the fundamental issues of life." This very lack of integration at Ferris results in ever increasing course requirements in both the professions and in the liberal arts as a way of compensating for deficiencies in basic arts and science skills. Our longitudinal assessment project asks whether repeated course requirements in writing and a pattern of "writing intensive" course selections can make an appreciable change in writing, writing processes and attitudes. Without a philosophical commitment to the integration of liberal studies and careers throughout the institution, can required English and writing intensive courses alone make up for past deficiencies?

Much exists within the Ferris institutional culture that works against its students in their effort to acquire literacy skills necessary for life and future careers. Our review of the research indicates that there are problems endemic to open admissions institutions such as Ferris State University serving a high proportion of at-risk students.

Richard Richardson and a team of colleagues at Arizona State University in a study titled Literacy and the Open-Access

College identified problems with literacy instruction inherent to many institutions with open-admission policies. Richardson and his colleagues spent several years analyzing the literacy skills of students attending a large, public two-year institution fictitiously named Oakwood Community College. Typical of many open-admission institutions, academic standards on this campus were affected by a large proportion of students demonstrating weak literacy skills. A year-long sequence of required writing courses did not by itself remedy the deficiency, since instructors outside of writing courses applied coping strategies that depended heavily on reducing content to easily gradeable "bits" of information. "Bitting" was identified as the dominant mode of instruction with information transfer receiving much higher priority over efforts to solve problems, to apply critical thinking strategies, or to engage in productive collaborative learning tasks.

At Oakwood Community College, the institutional culture worked against the development of improved reading and writing skills since instructors in all disciplines found ways to cope with students weak in the basic skills. Students, in turn, placed pressure on faculty to alter the ways courses were taught. Consequently, instructors, and even those among the most highly regarded, discovered coping mechanisms. Conceptually difficult materials were reduced to discreet units or bits of information that could be mastered at lower cognitive levels. Critical reading and the production of written work were de-emphasized in favor of: 1) organized lectures, 2) clear note-taking, 3) cogent study guides, 4) testing for only what was covered in class,and 5) restricting in-class and out-of class writing only to those bits of information contained on tests. Frustrated with students' inability in the basic skills and faced with ever larger class sizes, instructors tended to rely on multiple-choice, machine-graded exams requiring memorization and uncritical right-wrong distinctions.

Faculty at Ferris express the same frustrations with students' performance in the basic skills, and in many ways have coped with these problems by using strategies similar to those practiced at Oakwood. Students randomly report that after the freshman writing sequence they do not have to write until their senior year in senior seminars or for final projects in their major field. For the majority of our graduates writing is something done in English courses. For many faculty on campus, literacy instruction is not their business.

If writing and reading are not the vehicles by which learning occurs, then the concerns about bitting become very real. The model for learning then becomes one of the passive learner who opens his/her mind to knowledge as contained in instructional lectures, all carefully organized, clearly presented with reinforcement through study guides and work books followed by tests to see if the information has been transmitted. These same faculty wonder why their senior majors cannot write legible letters of application or why they fail to cope with writing tasks during internships. If problem solving, heuristics, perception,and collaborative learning do not take place in an educational environment, then bitting,which depends primarily on an uncritical mastering of ordered bits of sometimes-related information, will subsume the curriculum and the teaching strategies of its faculty.

What this means for the classroom instructor is a leveling down of expectations. As students have learned to survive, so have the faculty who regularly teach this population. Student attention spans drift, requiring fast-paced, multiple activities during the 50 minute period. Directions are repeated in different formats; assignments are either written on dittos and/or copied onto classroom boards. Experienced instructors know that essential information given orally is often lost or misinterpreted.

Many developmental students at Ferris fail to demonstrate the ability to paraphrase, to synthesize, to abstract, to compare, to infer major conclusions from written texts; some achieve limited success in structuring personal experience; others successfully produce something like the much maligned five-paragraph freshman theme, thereby allowing them to "graduate" from sections of the 0-level English courses. Whether they will be able to cope with different and sometimes difficult college writing tasks remains to be seen. The ability to read and to interpret abstract information from written texts is a key indicator of collegiate success. Forty percent of Ferris students do not complete the writing sequence, a percentage that changes little year to year.

Of greater concern than the attrition problem is the tendency to level down the curriculum to create an environment for minimal expectations, often competency based, particularly in those disciplines requiring advanced computational and verbal skills. One observable characteristic about Ferris faculty is that they are known for their commitment to teaching and to assisting students prepare for on-the-job tasks. The very success of the faculty in meeting their instructional responsibilities may work very well for students who have average to marginal academic backgrounds; the academically inclined may successfully "drift" to graduation, limiting their horizons to entry-level competencies and expectations.

Writing instructors whose major instructional responsibilities are with the developmental population Ferris serves must cope with students' indifferent and negative attitudes towards themselves and the freshman writing experience. Ferris, like most state-supported campuses, offers some form of remedial, compensatory education. Even Berkeley claims large programs for ill-prepared students. Because of the very low cut-offs for placement, developmental classes at Ferris offer proportionately greater frustrations and challenges. With an average ACT of 16-17, more than 40% of Ferris freshmen or 1300 students would be placed in developmental programs at most colleges and universities nationwide. At present the School of Arts and Sciences, through its Collegiate Skills Program (CSP) serves a few more than 200 high risk students with an intensive program stressing survival skills and basic coursework in reading and writing. The Languages and Literature Department offers a pre-college course for students with low grade point averages and low ACT scores. Even with the CSP program in place and with the 0-level courses, only 500 to 600 students are served out of a potential population of 1300. Considering the scope of this problem and Ferris' relatively high attrition rate, the institution only comes part-way in fulfilling its mission as an opportunity school.

Sensing a need to address this issue of leveling down the curriculum, a study was undertaken in 1985 to establish an accurate picture of the state of writing of Ferris students. We learned that the majority of freshmen improve their writing abilities from the time they enter English 111 to the time they leave English 113. We learned that there is little difference in the ability levels between freshmen exiting English 113 and seniors exiting the institution. The assessment procedure conducted in 1985 raised many questions which needed further investigation. One question raised by this initial investigation was what effect upper division writing courses might have on writing ability. We wished to observe patterns of change and growth in the writing process during the undergraduate experience, including a survey of the attitudes, the knowledge, and the writing performance of a selected group of graduating seniors who took part in our freshman study. The current investigation attempts to address these questions.

Chapter 2. Research Design

The current study is an outgrowth of the large-scale assessment project which was undertaken in 1985-86 for the purpose of assessing the writing abilities of students across the Ferris campus. Every entering freshman in 1985 was asked to produce a writing sample prior to any instruction at Ferris. Another sample was taken in the spring term to all freshmen enrolled in the final course of the sequence (ENG 111- 112- 113). These samples were used to provide one index of the writing for freshmen.

The 1985 study provided us with a partial picture of the writing skills of the freshmen as they proceeded through the freshman writing sequence. There were many questions raised from the first study which could not be adequately answered: Do upper division writing courses affect writing ability? Do writing-intensive non-English courses affect writing ability? Have the freshmen who were tested in 1985 improved their writing ability after leaving the freshman program? In order to answer these questions and to again address the general question of the writing abilities of Ferris students, we undertook a multiple measured inventory of the writing of these students who were approaching graduation. We wished to examine these students' four-year academic records to see if there was any correlation between their freshman writing performance and their academic progress over time.

The design of the current study has two parts. The first phase of the research involved a statistical analysis of the student records of all the 1989 graduates who took part in the 1985 study. From this phase of the investigation we established a picture of the group as a whole.

PHASE I

We collected all the available academic data on the 1985 writing study participants: school, major, ACT scores, grades in writing courses,and overall GPA. Dr. Manfred Swartz of the Ferris Testing Office examined the data to see if there was any correlation between and among the following variables: attrition, school, major, ACT composite, ACT English, GPA, grades in ENG 111, ENG 112, ENG 113, ENG 211, ENG 311, ENG 321, ENG 323, age and sex.

Academic Retention: The first variable considered was attrition. We wondered if students who performed poorly on the writing sample had a higher attrition rate than students who performed well on the writing sample. To our surprise, there was no correlation with performance on the writing sample and with retention at the university. This was supported by other studies by the Office of Testing which also found no correlation between writing ability and attrition.

Age: The next variable tested was age. No significant correlation was shown between age and writing ability as demonstrated by the 1985 writing samples; however, there was significance between age and grades in English 112, 113, 211 and 321. The older students, those born prior to 1964, had an average grade of B in English 112; whereas the younger students, those born in 1966 and after, had an average grade of C. The same general pattern held true for the other writing classes. Also significant correlation was shown between age level and ACT in English. In this case, however, the younger group out-performed the older group by 2.3 points.

This information points to the importance of motivation and maturation. The non-traditional students (23 or up) do not show greater ability in terms of the entry level writing sample, yet they out-perform their younger peers in the writing classes. Their ACT scores are presumably lower because they are old scores, taken when these non-traditional students were in high school. In short, as high school students, these non-traditional students were much the same in terms of ability as the traditional 18-year-olds first entering Ferris. It appears that non-traditionals' motivation quickly makes up for the initial rustiness caused by absence from educational settings.

Sex: Sex was also a significant variable. Females outperformed the males in all categories such as grades, ACT composites, English scores, and writing sample scores. Due to the nature of Ferris' academic programming, this makes sense. Ferris males tend to choose programs that do not place a high demand on verbal and computational skills. Females on the other hand, elect programs such as office administration, court reporting, and allied health which place a greater emphasis on communication-related skills. Ferris males out-performed females only on the ACT composite (17.2 vs. 16.2).

GPA: Grade point average also proved to be a significant correlation. There were significant correlations between GPA and the writing sample scores, between GPA and grades in 111, 112, 113, 321, and between GPA and ACT composite and English scores. Perhaps the most interesting point to come from the study is that the grades a student receives in English 112 and 113 tend to mirror the overall grade point average at graduation three or more years later. Independent studies by the FSU Testing Office confirm this finding.

The fact that writing ability correlates highly with four-year GPA indicates that writing ability represents more than a knowledge of conventions of correctness in writing; more precisely, it represents a student's accumulation of experience and cognitive ability, an important predictor of overall academic success.

The correlations among the GPA, the ACT, and the writing sample scores indicate that the academic achievement of Ferris students is consistent with known predictors. Students who score below 15 on the ACT are considered at academic risk at most institutions. Consistent with that, we find that at Ferris, students who score below 15 on the ACT exhibit weak writing skills -- presumably putting them at academic risk -- and they have low GPAs; in the case of the participants in our study, those with ACTs below 15 had 3-year GPAs in the D-range. These students' scores in English classes decreased as the sequence progressed, as the rhetorical demands of the writing classes increased in difficulty. The majority of Ferris students score below the average on the ACT in terms of state admission rates. The average ACT score of entering freshmen statewide in 1985 was

18.9 while the Ferris average was 16.5. The scores of the freshmen students from the 1985 study who were still enrolled at Ferris in 1988, a subgroup of that 1985 total class, were very close to the average score of all students admitted to college (16.5), the females scoring a 16.2 and the males a 17.2. These scores indicate that the majority of our students score below the average college freshman at other Michigan institutions and furthermore, our average entering freshman scores only marginally higher than the academically at-risk students nationwide. It is little wonder, then, that we find the majority of our students graduating with 4-year GPAs in the C-range.

Phase I: Correlations

	Writing	ACT		Grades (4=A, 3=B, 2=C, 1=D)						
	Sample*	Eng.	Comp.	111	112	113	211	311	321	323
AGE:										
Non-Traditional			18.9		3.2	3.1				.65
Traditional			16.1		2.6	2.7				3.1
SEX:										
Male	8.2	15.3	17.2	2.6	2.5	2.6				
Female	8.9	16.6	16.2	2.8	2.7	2.7				
GPA:										
B	9.1	18.1	19.0	3.2	3.1	3.26			3.5	
C	8.5	15.6	16.3	2.6	2.5	2.64			3.1	
D	7.9	14.2	14.9	2.9	2.0	1.94			3.2	

*Based upon a 15-point scale

PHASE II

This phase of the study was a case study involving three interviews and writing. We encouraged subjects to participate in our study by offering independent study credit for English. At the initial meeting, the interviewer explained the purpose of the study and the commitment involved and set up the time for the first interview. All interviews were taped for further analysis.

At the first interview the student was given a copy of his or her 1985 writing sample. The interviewer asked the student to respond to the essay critically, asking for an initial impression of its quality. The interviewer then asked the student to comment about changes the student would make to the essay if asked to rewrite it and about how the student would approach the revision process. The interviewer then proceeded to ask the student how he/she might approach a similar writing prompt now, three to four years after the first sample was written. The purpose of this initial interview was to get a sense of the changes that have occurred since the freshmen year. Would the student recognize the writing? Would the student feel that he or she had improved since the time the writing sample was written? Each student was asked the same set of questions (see appendix) and each interview was taped and transcribed (see appendix).

The second interview involved a portfolio assessment of the student's writing of the past three years. The interviewer examined the portfolio asking the student to describe the writing projects, what classes they were for, how they were assigned, what part the writing had in the course, etc. Also at this time the interviewer asked a set of questions about the student's writing experiences during the freshman sequence and beyond (see appendix). The purpose of this interview was to assess the amount of writing being done across campus and the amount of instruction in writing being offered in these courses. Also from the interviews, we wished to gain insight to the student's feelings as a writer and to assess the knowledge these senior writers had of their own writing processes.

The third interview involved several components. At this point the participants were asked to write an essay for which we collected all prewriting and drafts from inception to completion. We were interested in assessing the revision strategies employed by the students, both on their own and after instruction. The prompt "What is the purpose of a college education?" was chosen for its accessibility to all participants and also its usefulness in giving us insight to the participants' views of college education.

The student wrote the first draft under supervised conditions. Following this first session, the draft was photocopied and the student was asked to complete a process questionnaire. The student was then given a week to complete a draft to his or her satisfaction. At that time, the student was asked to meet with a tutor at the Writing Center in order to get feedback and suggestions for further revision. (The Writing Center tutors made photocopies of the drafts prior to the session.) After the Writing Center session, the student was given another week to make any additional revisions. At the end of that time period, the student submitted the final draft.

The purpose of this component was two-fold. First of all, We hoped to gain insight to the student's perceptions of education and the educational experience through the content of the essays. We also wished to see how well the students write as seniors, and even more specifically, how well they revise.

One of the characteristics which separates adult writers from novice writers is the level on which they revise their writing (Sommers,Witte and Faigley, Bridwell). We hoped to analyze the three versions of the essays written by the students (1) rough draft (2) revision without instruction, and (3) revision following instruction, in order to see how much revision actually took place and on what level they revised.

Often times the terms, revise, rewrite and edit are used interchangeably. We distinguished among these terms in the following way. Revision is the term that encompasses all the other activities and refers to any alteration that takes place during the process of writing. Alteration of this nature are not exclusively bound to the changes in the printed text, but may also include the "re-visioning" or "re-seeing" of the text. Therefore, revision refers to changes and alterations which take place either in the writer's mind or on the paper, changes which occur from the moment invention begins to the moment the piece is finished. Rewriting, on the other hand, refers to changes made in written matter. Therefore, unlike revision, which can involve the reshaping of thoughts, rewriting cannot take place without the presence of a written text and can be documented by changes visible in the printed text. Rewriting, then, deals exclusively with changes made with regard to the written text; revision includes rewriting but also extends to changes which may be made in the process of thinking through material to be written. Editing will be used to refer to a specific type of rewriting: changes that are made in surface detail (sentence structure, word choice, stylistic details, elements of formal correctness). Editing, therefore, involves no reshaping of the text as is the case with revision rewriting; instead, editing includes the altering of surface format and grammatical correctness. Rewriting includes editing but may extend to changes which go beyond alterations of format.

Revision, then, is a way of knowing. Through the process of change and alteration, decision-making and critical judgement, the writer comes to know what it is that she/he has to say; thus revision is seen as an epistemological process. For this reason we chose to examine the revision strategies of the participants for their revision abilities. Furthermore, by studying the revising behaviors of writers, researchers have been able to determine the general ability of the writer as a whole and to distinguish between expert and novice writers.

The research of the past two decades has shown that the more experienced the writer, the more important a role revision plays in the writer's composing process(Sommers). Inexperienced writers often do not understand revision, only editing. In 1977, working under the assumption that rewriting skills are the essence of all good writing, the

Education Commission of the United States investigated the rewriting skills of student writers across the country. From this study of the skill of student writers at three age levels, it was concluded that, for most students, to rewrite means to change wording. Among those surveyed, most students rewrote by either (1) changing wording, (2) adding information, or (3) making changes in mechanics and usage. What is most noticeable here is the deficiency in the students' abilities to make changes in the overall organization of the piece of writing and their lack of attention to rewriting at a level above the sentence.

Other independent studies have corroborated these findings. Bridwell,in 1980, reported that patterns in rewriting strategies exist and that these patterns are associated with writing quality. In other words, those students who rewrote at the sentence level wrote overall better quality essays than those who rewrote only at the phrase level. Sommers' study comparing the rewriting strategies of inexperienced writers with experienced writers found that the major difference between the two groups lay in the difference between their understanding of what rewriting entails. Like the students surveyed in the Education Commissions study, and those examined by Bridwell, these students conceived rewriting as a process of finding the form of an argument.

These writers also expressed concern for the reader, claiming to re-examine their drafts with the eye of a critical reader who was a "refraction of the self." Sommers concluded that the major difference in rewriting skills between inexperienced writers and experienced writers lay in the individual writer's understanding of the rewriting process.

In 1981, Faigley and Witte reported on a similar study in which they analyzed the revision of inexperienced student writers. We have drawn heavily from their study because theirs is one of the very few examinations of the revision process as we defined it. In their research they developed a taxonomy for analyzing revision, in other words, for quantifying meaning changes as well as syntactic alterations. Their taxonomy is based on the assumption that some alterations in a text affect the meaning while others do not. They distinguish between surface changes and text-based changes. Within the category of Surface Changes, they distinguish between formal changes (what will we refer to as surface editing) and meaning preserving changes (changes in phrasing which do not alter the meaning of the original). Within the category of Meaning Changes, they distinguish between what they label "Microstructure Changes" (a meaning change that would not affect the summary of a text) and "Macrostructure Changes" (changes which alter the summary of a text, in other words, representing a change in thought or direction of ideas).

The results of their study were interesting. The inexperienced writer, as expected, edited, focusing almost exclusively on surface changes. Advanced writers revised more frequently than inexperienced writers, but continued to make most changes in the category of surface changes. The advanced writers did revise at the macrostructure, though, similar to the results of the expert adults.

From these studies and others, one generalization is apparent: beginning writers do not share with experienced writers the same understanding of the rewriting process and subsequently they do not share the same rewriting behaviors. Inexperienced writers have a limited option of revision and rewriting, a notion which leads them to conceive of revision as equivalent to editing. They do not understand revision as a discovery process. The work of research in the area of revision suggests that revision is a cognitive activity, very much akin to problem solving. When a writer pauses and rescans a text, certain cognitive functions are at work, the main function suggested being that of "resolving dissonance." The dissonance that requires resolution is that of the difference between the existing text which the writer is rescanning and the ideal text which is the writer's goal. In resolving dissonance the writer acts as a problem solver.

In order to assess the participants' revision strategies, we obtained three drafts of each participant's writing, an initial draft, a draft prior to tutorial instruction, and a draft following instruction. Each draft was then analyzed using the taxonomy developed by Witte and Faigley. From these analyses we hoped to make some assertions regarding the type of revisions the writers made and thus infer their relative "expertise" as advanced or adult writers. Additionally, we hoped to make assessments of their overall writing ability.

Chapter 3: The Case Studies

The case studies following are based on the evaluation of undergraduate transcripts, interviews, writing samples, portfolios, and self-reporting questionnaires administered to a select group of graduating seniors at Ferris State University during the 1989 - 1990 academic year. See appendices for transcriptions of interviews, freshman pre- and post-writing samples, and for senior samples based on a prompt on the purposes of higher education.

CHERYL

Cheryl is an African-American female senior majoring in social work. Her home town, which she chose to write about in her freshman writing sample, is the most economically devastated and perhaps most clearly racially segregated in Michigan. According to Cheryl, the high school she attended did not prepare her for college-level work, particularly in writing, for "all high school grades were based on grammar." Arriving with an ACT score of 5 in English and a comprehensive score of 7, she would have placed among the top of the very high risk students Ferris admits every year. After three years at Ferris, she has acquired a 2.56 grade point average, having taken 136 quarter hours of course credit. She received B averages in both English and her program courses in social work. Even though she shows a pattern of frequent withdrawals from a variety courses, we expect that at this point in her academic career, she should graduate on time and be on the job market this year.

When asked to react to the writing sample written three years ago as a freshman, Cheryl assures the interviewer that I "didn't know what I was doing at the time. I've improved now." When asked to further explain her reaction, she speaks of "slang" and "words...that I shouldn't have used." Yet, for Cheryl, because the topic involved her home town, the problem addressed was real and of considerable importance to her, "most my concern is with my hometown, problems that go around." The readers of her paper and the transcript of her interview could not detect the nature of the problem she did choose, that of students "hanging around liquor stores" and not going to school. Despite repeated questions meant to clarify the nature of the problem, which we surmised to be one of several affecting teenage life in Benton Harbor, she did not make a clear statement of her central thesis.

There appears to be a sharp break between her life prior to enrolling at Ferris and her new sense of identity since becoming a college student. Her repeated protestations that "I don't like the language I used" reveals an embarrassment with the dialect that was natural for her to use before registering for the English sequence. We sense that this embarrassment carries over to the content so that she suppresses the problems she claims to know very well in her hometown by dancing around the central issues of racism and poverty. Dr. Sandra Balkema, her English 321 instructor, corroborated our impression that Cheryl often will choose a topic that is racial in nature, but when asked to define or to come to terms with it, she will skirt the issue, perhaps out of politeness and/or fear of retaliation.

During her interview, Cheryl spoke of the difficulty she had in writing a paper that was prompted by the decision to consolidate services of two hospitals, one in the largely black-populated city of Benton Harbor, and the other in the white-populated St. Joseph. She could not clearly define the problem caused by the consolidation which apparently affected the African-American community adversely.

Cheryl identifies organization as still her greatest weakness as a writer. She speaks positively about her writing experiences at Ferris and speaks openly about the friendliness of her 321 instructor, the help given her from ENG 113 on by the Writing Center, and the positive attitude she developed toward herself when asked, "What was most important about what was learned in 111, 112, and 113?" When asked about the importance of writing outside of English classes, she responds "You need to go through life. You just don't stop with English courses." Although she does not feel confident in going forward with a paper on her own "until I talk with the teacher," she expresses an optimism toward her own ability to write in a work-related context. Given her background and her knowledge about her own lack of preparedness for college, Cheryl's statement that "English 111 was just a start for me" takes on considerable significance.

CLAIRE

If it were not for Ferris' liberal admission policy, Claire would not have been able to attend any of Michigan's four-year institutions. With ACT scores all in the single digits and with a high school grade point average of 2.5, she would have been placed in remedial courses or intense skill development programs at any institution with such programs in place. In the fall of 1985 no such program was available at Ferris nor is there one in place now that would assist a student such as Claire who transfers in or who enters with a high school grade point average above a 2.0. The progress of her math-related studies suggest part of her all but self-defeating deprecation revealed during her interviews. Withdrawal from her basic algebra course the first term, she failed the course the second term, to receive only a D- her third time a year later. After withdrawing from the following course in the sequence (MTH 121: Intermediate Algebra) she registered for a business math course only to fail that at the end of her second year. Finally, in the winter of her junior year, she was successful in achieving a C in what our math faculty call 11th grade algebra.

Claire's progress through required English, though on the surface seems somewhat more successful, is for a number of reasons more disheartening. Coming from her senior year in high school where "we did grammar and grammar and grammar," in English 111 "I didn't know half of the things about what my instructor was talking about." In responding to the question, "How did 111, 112, 113 make you feel about yourself as a writer?" Claire responds, "Oh, 111 made me feel crummy. It really did; it made me feel bad because I didn't know anything." This feeling apparently was reinforced in her 112 class where grammar and vocabulary again figured prominently in the instructor's design for the course.

In speaking of the lack of knowledge about sentence structure, Claire's memory of the terror she felt in that instructor's classroom caused her logic and language to break down. When asked to clarify the difference she perceives between high school and college English, she responds:

> C: Inside my twelfth grade year of high school we did grammar and grammar and grammar. Well, I did write a term paper once. And I got a real good grade on it, as I recall. But, it's different here than it is in there because I don't think they looked at certain things as all that prevalent as we do here.
>
> I: Like anything in particular? Something you could put your finger on?
>
> C: Yes, something like, I wanna call them appositions or something.
>
> I: Prepositions?
>
> C: No, oh shoot, I'm sorry. . .

I: Appositives?

C: Yeah. I mean there's so many things there, you know, like you said, appositives?

I: Or apostrophe?

C: What is it called? Appositives. I don't know, my instructor, she always said it had something to do with an ape or monkey or something. Um. I think it's an apposition where you put a comma before and after, you know, a clause that didn't really belong there. Preposition, I don't know, parenthetical.

Even with all of the reinforcement in grammar skills, Claire understands well what the research has been telling us for decades, that the study of grammar, separate from writing, does nothing to prepare students for future writing tasks.

When asked if her experience in the freshman writing sequence prepared her for her other college writing experiences she responded, "Yeah. But then, I can tell you right now inside my shorthand class, it didn't. All that preparation I had, I see that it didn't reflect inside that shorthand class at all. Because I flunked it the first time and I took it again last quarter and I think I got a C, yeah, so it wasn't that good."

Nowhere during her interview is there recognition that writing is other than a knowledge concerning rules and forms that so far has eluded our student. Her transcript and her recorded commentary on her writing experience reveal a pattern of meeting defeat in environments that only tend to reconfirm this student's negative self-esteem. Her persistence and refusal to give up after repeated failure and confusion will allow her to accomplish her major goal, the attainment of a college degree. Unfortunately, her choice of life's work, administrative services, will place her in an office where she most likely will daily confront those conventions and rules that she has not mastered up to this time and that have caused her so much pain and self-doubt.

Would a coordinated, integrated basic skills program have made a difference? Possibly. However, since personality and self image so profoundly influence writing, any threshold or remedial program would have to address far more than what is normally taught as the basic skills. Students from disadvantaged backgrounds have limitations brought on by societal pressures and occasionally racial attitudes that mitigate against improvement based on classroom instruction alone. Given the complexity of such problems, formulaic models for basic skill instruction will have little long-term significance.

MIKE

Mike is a graduating senior in criminal justice with a cumulative grade point average of 3.94. He was chosen as a subject for our study because of the improvement revealed by his writing samples and because his standardized ACT scores would qualify him for remedial programs in reading and writing at most American colleges and universities. We were curious about the reasons he had to offer concerning his academic success and by the cognitive and metacognitive processes that enabled him to so consistently achieve with high performance in all of his writing-intensive course work.

His interview revealed highly sophisticated metacognitive understanding of his own writing processes, a keen analytical approach to problem solving and composing, and a highly confident sense of his own capabilities as a learner and as a future law enforcement official. We were flattered by the generous praise of his freshman instructors and the Writing Center, "I learned more in thirty weeks of school than I did twelve years in school."

> I: How did English 111 and 112 and 113 make you feel about yourself as a writer?
>
> M: A lot more confident. I didn't feel that everybody was critiquing my writing. Like when I was in high school, you know, I was worried if there was a comma

> here or comma there and then I realized that a lot of people don't know where commas go.

In response to the question, "What makes a good paper?" Mike stated "content and relating to your audience" demonstrating an awareness of the rhetorical role of written communication. In developing his papers, Mike would talk to his instructor, go to the Writing Lab on occasion for help and "I'd have three or four people read my papers and give me feedback."

In speaking of his composing process, Mike revealed the best command of any of our subjects. He spoke of his strengths as "persistence in writing" and his ability to "lay it out" or to organize and revise his materials effectively.

> I guess I would trouble-shoot or whatever, you know, get some ideas, lay them out in front of myself, list as many ideas as I could list and then pick and choose from there what I thought would be important and what I thought I could get across best. Timed writing for me is bad because I write a paper a week ahead of time from when it's due, put it down, and write or type it out into the computer and then a couple days later I hear somebody say a word that I'll say, that's the word I wanted in that sentence that'll make it flow a lot better. So I go back and change it. Timed writing I just feel like I can screw up more.

In a rather remarkable analogical response to the interviewer's question "What do you think your strengths are as a writer," Mike was able to naturally refer to a recent skiing experience when he adroitly offered advice on maneuvering to a hapless, overweight football player on a ski slope.

> I can relate to a person that's not as well educated as myself. I can lay it out pretty good. I think I could teach other people in a one-on-one situation a lot better than other people. For example, we went skiing last weekend, and we had a guy, this big guy, a football player. The guys tried to teach him how to ski and he just couldn't get it and he'd just go down like straight and just fly, you know, he's so heavy. But then he was getting down and he was going to quit and I'd said well, let's go up and do it. I showed him -- I went down like twenty yards and I showed him that's what you want to do and told him exactly how to cut back in middle and stuff like that and he went down the run real calm. The first time he'd made it down without falling. I can lay it out for other people. I can see where I made mistakes.

Because Mike "made mistakes" in his learning to write, he can serve others in "going down the run real calm." Mike's use of this analogy metacognitively embodies the entire writer-reader relationship which has in it issues of self-awareness,self-esteem, observing and arranging events, defining and solving a problem, and evaluating the effect on the reader, "The first time he'd made it down without falling." For this student, the rhetorical situation offers challenges and opportunities for creative problem solving and rich social and interpersonal relations. This intellectual process, probably first made conscious in Mike's English 111 class, has served him well in life and has worked for him throughout his undergraduate education:

> I:. How would you feel if you were told in class that you would have to write a paper which in turn would be the basis of your grade?
>
> M: That's what I'm told all the time. It doesn't bother me at all.

Mike completed his requirements for our study by writing a paper on the purposes of a college education in which he defines the main objective as preparing a person for future life experiences. A good college education "challenges a person so that he or she will learn to overcome several adversities." College offers experiences that reveal "problems that must be solved." The student "presented with a problem, conquers it" and achieves personal and monetary satisfaction. Furthermore, college education "provides a person with the knowledge of being able to find information for answers to question." In defining the purpose for a college education as essentially rhetorical, Mike could have used the analogy he used in his interview, for the purpose of a college education appears to be rooted in the same metacognitive understanding he uses to approach every writing task. From a basis in "adversity" the successful learner perceives and arranges the discrete units of experience in order to identify and define problems. Through a process involving incubation, information gathering over time, research and the testing of hypotheses, the problem is systematically solved. The psychic and personal rewards follow when the problem solver sees the effect of his plan. Clearly, Mike's academic success derives, in part, from a metacognitive awareness of strategies, many of which he became conscious of in his ENG 111 class. These strategies are rhetorically-based and derive from problem-solving strategies similar to those found in Richard Young's et. al., *Rhetoric: Discovery and Change* (1970) and in the early work of Linda Flower, Vincent Ruggiero, and others. We think these processes can be so powerful that they become personal myths which govern individual behavior and goal setting for some students. In the case of Mike, rhetorically-based problem-solving strategies formed a coherent way of structuring life's experiences. Unfortunately, for all too few students these strategies do not become internalized in the intellectual and affective domain.

KIM

Kim is a 25 year old senior majoring in health systems management. We chose to use her as one of our subjects because her major has several writing intensive non-English courses and she elected to enroll in a number of upper-level writing courses such as proposal writing and advanced composition. Because of her major, her completion of a number of writing courses throughout her four years of undergraduate experience, and her success as a student as signaled by her grade point average and her improvement as demonstrated by writing sample scores, we thought her an ideal subject, someone who could testify to the value of a writing across the curriculum program in an undergraduate education.

Kim started her interview #1 in a very guarded manner. When asked to react to the writing sample produced during her first year at Ferris, she immediately focused on the sentence structure, giving the impression that for her correct writing occurs at the level of grammatically correct sentences. However, as the first interview proceeds, and as she attempts to speak of her own writing processes and her progress as a writer, we sensed a much greater sophistication and complexity in her knowledge and skills. Throughout her interview, Kim revealed a tendency to revert to rule-governed responses when she is called upon to explain changes that have occurred in her writing. In many ways she might be seen as the perfect student, remembering "word choice" was the appropriate phrase the instructor used when she was "just using basic words" and how the instructor helped her when they corrected something wrong, "I tried to look at what they wrote wrong and tried to improve it for the next paper." Even though "those sentence structure sheets always hurt my grades" in English 111 and 112, "I think they helped me."

An analysis of the interviews would reveal a confident, low-apprehensive student who values her writing experience at Ferris, particularly in the freshman program and through the writing center. Her writing in English and non-English classes is reinforced by her work with the Army Reserves where she sees connections to her study of proposal writing. She strongly endorses the practice of peer critiquing, proof reading, revision, and attention to audience needs. When asked how she would revise the paper she wrote as a freshman, she would begin by more fully exploring the problem through interviews and research in her home town.

> Kim: Well, if it were really a problem in my town I would see how many dogs are really picked up and what kind of a problem it really was, what their actual plan was.
>
> I: Where would you get that information?

Kim: See, my Mom works at the Sheriff's Department and they have Animal Control.

Despite her protestations a few minutes earlier, that the problem with the writing sample existed in the sentences and not the ideas, her first step toward a revision would be to clarify the problem by gathering information.

Somewhat to our surprise, Kim has written frequently in courses outside of English, particularly in her health science courses. Most of the writing has incorporated research and apparently she has composed a number of research papers in her undergraduate education. She complains that "non-English teachers are too easy" and when asked "What kind of things should a writer think about when writing," her response indicates the orientation of much of her undergraduate writing, "to pick something that the information is fairly current" and that there is "quite a bit of information, not just bits and pieces."

During a controlled writing session, Kim was asked to respond to the question, "What does the typical high school graduate think college is for?" Her response accurately reflects much of what she said in the interview and the highly positive attitude and motivation that have allowed her to succeed as a student at Ferris State. "First, it teaches independency and socialization. Second, it helps a person seek out what they truly want to be. Thirdly, it teaches students how to learn and be trained." Clearly, the active agent in the educational process for Kim is the student whose motivation and resourcefulness overcomes whatever obstacle may stand in the way of an education. Kim's problem solving abilities, knowledge of metacognitive writing processes, and research aptitude have given her the ability to succeed and persist through a relatively rigorous undergraduate major.

With an overall grade point average of 3.4 and with a clear progression of improving grades in her five undergraduate writing courses (C+ to A-), the conclusion must be made that Kim's motivation and persistence have been the variables that have determined her overall success. With an overall ACT score of 12, which would place her in the lower 20% of Ferris undergraduates upon entry, this pattern of academic success and the lack of writing avoidance are notable. It is tempting to state that because of repeated writing experiences, her overall academic success has been enhanced. Her writing experience certainly has improved her problem solving ability, her ability to benefit from research, and her ability to meaningfully revise to improve written communication. She has created patterns of performance that will carry over to other intellectual pursuits and may have formed life-long habits and patterns of behavior that should enhance her performance as an employee and as a citizen.

In conclusion, Kim is the type of student Ferris serves ably -- the resourceful, positive individual who truly believes she has an active role in her own education and who actively seeks out challenging educational experiences. With test scores that would exclude her from more selective institutions, she has learned to systematically do the research and the problem solving necessary to benefit from an undergraduate education. Her level of metacognition concerning her writing and learning is truly impressive. Perhaps because of her relatively low performance in reading and writing on the ACT, the skills she has gained and demonstrated have not come without considerable effort and planning. Unfortunately, her pattern of success eludes all too many Ferris freshmen.

JANE

Jane is a senior majoring in technical communications. Her background in technical illustration, education, media, and layout and design give her a broad-based acquaintance with a number of communication disciplines. She was chosen for our study because of her repeated enrollment in writing intensive courses and her successful academic progress despite her relatively low scores on pre-college test scores such as the ACT.

Jane's interviews construct a narrative of her writing experiences that reveals a determination to succeed in various communication-related fields even though she was told by her high school teacher that "I'd never write." According to Jane, the Writing Center's Judith Daday "helped me realize my problem" and know how to cope with it. Her problem, dyslexia, affected her performance in high school and college, and prevented her from taking courses like accounting because of her tendency to reverse numbers. The narrative of her progress in writing through college which for Jane is tantamount to her progress in education consists in her ability to cope with her dyslexia and to overcome the limitations placed on her by this handicap. That she elected to receive a degree in technical communication says something of her determination and her faith in her ability to compensate for natural limitations that would produce writing avoidance in most.

The narrative of her progress from high school through college, or from a hatred for and a lack of success with grammar and writing to a perception of control and capability, consists of several fairly well-defined educational experiences and acquired skills that she claims helped her in her progress toward the time when she felt confident enough "to see errors in textbooks" which translated into "a really good feeling." Jane's road of trials consists of sentence drills given by her freshman composition instructor ("and even though I dreaded them, they really helped") to the reading instruction she received in English 321, to the understanding of grammatical conventions such as the comma splice, to the requirements for audience and layout in the technical writing and communication classes.

The precision Jane used in describing her composition processes reveals not only numerous writing experiences in her undergraduate experience, it also comes from her developing knowledge that she has acquired about her writing processes. It comes as no surprise that for her good writing has to do with surface correctness, sentence structure, and organization of the entire paper. The role audience is given ample emphasis, largely because of her background in comunication and business-related writing programs. The extent of her self understanding, particularly in her ability to recreate her actual writing processes is among the best among the students we interviewed. In these final months of her undergraduate career, she expresses a self-confidence with her powers as a writer and as an editor of her writing and others. One of the explicit goals in modern composition and rhetoric instruction is to make writers more confident in themselves as writers. There is nothing in the interview to indicate that instructors in English and those who assigned writing outside of the English department did anything to lessen Jane's interest in self-improvement or in her self-imageas a capable and confident technical communication professional. As measured by Jane's comments, and by her experience, the institution seems to have fulfilled this goal.

The nagging question remains, however. Do Jane's pronouncements about her ability to overcome her problem with dyslexia and with her self-reported lack of preparation in high school English match her performance in any number of writing tasks? Certainly her grade point average in English courses taken since the freshman year point to improvement toward graduation.

In producing her final essay on the purposes of a college education for our study, Jane prepared two rough drafts leading to a final paper. For Jane, the main objective of a college education is to "prepare students of all ages to enter the professional work force," adding a parenthetical phrase , "(usually called the white collar work force)." For many Ferris students, they are the first from their family to attend a higher educational institution of any type; for them and Jane, Ferris exists to train people to move from the insecurity and ugly drudgery of blue-collar employment to white-collar managerial and professional jobs. In this respect, Ferris State still fulfills the societal role that Woodbridge Ferris envisioned over a century ago in creating an industrial school. Although much of her essay gives due recognition to the importance of developing interpersonal skills and appreciation for the arts and culture, college exists primarily to "prepare people to enter the work force with competent skills." As one reader expressed, "What she knows is the line Ferris gives, 'do this to get employed'". From adversity ("I was told that I never will be able to write"), the progress for this student involves learning the system and all that it offers in order to accomplish her goal, to enter the professional work force. Yet the learner is still not defined as a fully active agent. "Competence" and "survival" are goals stressed over the student being an active participant in societal change.

MARGARET

Margaret is a recent graduate of our technical communication program. She is currently working as a technical communicator for a technical marketing firm in Grand Haven. Most of her working time is spent writing; her current employer gives her very good marks as a beginning employee.

Based on her interviews, Margaret reveals a confident, articulate, and motivated student who seeks out challenging experiences requiring the production of written texts. For Margaret, good writing is based in the actual experience of the writer applying research and organizational skills. When asked how she would revise her freshman writing sample written three years previously, she responds, " ...this just sounds like I'm trying to know a lot which I really don't. I think that's what I was trying to do." Not accepting standard views about the necessity for prewriting, Margaret states, "I usually go. I write. And then I'll go back. I usually write when I type. It's bad. I shouldn't."

Margaret knows from her experience as a student writer that writing and thinking are concomitant of one another. The writer does not separate the act of writing from that of cognition. Ideas do not exist separately from language, to be "dressed up," so to speak, when the writer produces text. Intuitively, Margaret is aware that writing cannot exist independent of conceptual knowledge. The challenge of having to write on a topic that is unfamiliar to the writer is itself rewarding. Learning her audience ("as you get to know the teacher and what they want") is the way for students to improve their academic writing. When speaking of specific writing problems, Margaret tactfully gives proper recognition of the requirements of structure and planning, but she repeatedly refers to conceptual matters when asked to define poor writing, "I just don't think I defined the problem very well" and "I wouldn't just write on something like this off the top of my head. I Think I'd research it more."

Of all students we interviewed, Margaret makes the most substantive alterations in the revision of text. Her interview points to a student who makes frequent alterations in both surface features as well as in the deep meaning. Her optimism and confidence are readily evident throughout her interviews. It is apparent that she achieves much personal gratification from successfully solving problems. All indications point to a likely probability that she will become a capable, confident, and resourceful technical communication professional.

MARY

Mary is a senior graduating in advertising with a solid B grade point average, a grade point average she also achieved in high school. Her relatively strong ACT scores, her high school performance, and her good grades in freshman composition (A, B, B) would predict academic achievement in her major area of study, which requires proficiency in communication skills. Her undergraduate experience is of particular interest to us because she enrolled in a variety of non-English courses that required research papers, reports, and other forms of written communication.

Good writing for Mary is defined as writing that "gets to" an audience and that "holds" attention. The feedback in English was "more for your grammar" whereas in business classes "you can write in any form." In commercials, "you have to talk to the public so you don't have to use (standard English)."

In a class in professional selling Mary was required to research a company, interview some company officials, and "sell it to my teacher." Marketing classes required research papers that were analyzed for format and content. As would be expected, the importance of audience is stressed in many of the courses in the business curriculum, and particularly those taken in her advertising curriculum, "We have to make sure it's written in their, uh, mentality, you could say. I think it's eighth grade level you have to write for consumers."

As we suspected, the design of writing assignments outside of English classes showed considerable variance from the very explicit assignment defining audience and purposes in the examples from her marketing class to the open-ended research paper required for a television and radio advertising class in which the instructor "just said it had to deal with the media." Papers were written in each of her speech classes, in public relations courses requiring "a certain format," and even a basic printing class in which the instructor asked her to do a paper on printing in its relation to her future career. The total grade in that course in the School of Technology was based on her written work including a research paper. It appears that in over 50% of her courses some writing was required, with much of it required in the senior year. While her comments suggest a kind of a perceived discontinuity from class to class, she did place considerable importance on those rhetorical concerns of audience and purpose, and on revision (which she said she learned in advertising).

When asked "What kind of things should a writer think about when writing," "Mary promptly responds, "Who they are writing for. .A good paper is defined by its effect on the reader. I personally think its something that holds your attention and keeps you reading to the end." Mary's confidence and her "can do" attitude repeatedly surface during her interview. Her repeated successful encounters with a variety of demands in writing intensive courses give her the self-assurance that when faced with an important writing assignment, "I'd do it. I've done it before." As all indicators reveal, our subject is not only a capable writer, but one who benefits from instruction, thereby enhancing areas of strength already demonstrated by prior performance. Her process checklist tends to reinforce the confidence we perceived during her interview.

Chapter 4: Behaviors, Knowledge, and Attitudes of Ferris Student Writers

In this study we examined characteristics of large groups of freshmen as they moved through the composition sequence and we attempted to identify variables that contributed to their success as writers and as students in general. The first part of the study enabled us to look at large groups of students and to identify patterns of performance and success. From the second phase, the case studies, we observed writing processes which could not be gleaned from our earlier investigation. Drawing on the information from both phases of this investigation, we have identified characteristics that have emerged as recurrent features in the behaviors, knowledge, and attitudes of Ferris student writers.

Basic Writers at Ferris State University: Given the low ACT average (16.1) and the lack of preparation in writing that characterize the majority of Ferris freshmen, most students at Ferris could be identified as basic writers. During the past two decades, much of the most fruitful research in the field of composition has focused on what is often called "the basic writer." Mina Shaughnessy's pioneering work at CUNY explored why basic writers are different from others who more naturally adopt the conventions and patterns of educated, white, middle-class prose. Others, advocates of Perry's or Maslow's hierarchical cognitive schemes, have preferred to interpret writing problems as maturational and related to levels of cognitive development. Basic writers tend to think "concretely" and are unable to form concepts or abstractions requiring higher order intellectual processing. Popular among many theorists in the early 1980s, this movement has encouraged us to think of "levels" of writing ability, assuming that better writers write with greater conceptual complexity, abstracting more effectively from the details of ordinary experience. In an essay titled "Cognitive Development and the Basic Writer," Angela Lunsford argues that basic writers "have not attained that level of cognitive development which would allow them to form abstractions or concepts." Recently, considerable dissent has been voiced against the arguments of those who claim that basic writers tend to be concrete thinkers. Certainly, any attempt to define cognitive complexity or maturation is fraught with contradictions inherent in such systems. Do basic writers have difficulty thinking at higher levels of generality or do they fail to perceive and discriminate between concrete particulars? The question may be unanswerable. What is needed is a flexible, interactive type of model for understanding growth in writing processes. An application of a rigid, rule-governed model such as Perry's or Kohlberg's ignores the role of affect and the entire context in which written communication is produced.

Lynn Quitman Troyka, in an article appearing in *College Composition and Communication* (1982), summarizes much of the thinking concerning basic writers that has been current in the 1980s, that they tend to be (1) highly gregarious and social, (2) more comfortable in an oral rather than a written mode, (3) holistic in thought, perceiving the world as a whole rather than as a combination of separate parts, and (4) ambivalent about learning, fearing that through education they would lose the love of individuals on whom they are dependent.

Based on our study, these characterizations are only partially accurate. Our interviews have told us that basic writers are extremely diverse in background, personality, and in the systems of beliefs that govern their way of perceiving the world and acting within it. Our student from Benton Harbor who frequently suppresses and yet seems drawn to interpret the "problems that appear to go around" in her hometown and in her own personal history, confirms Troyka's generalization that basic writers are ambivalent about learning. Yet this ambivalence does not diminish her persistence as a college student, for whom college has become a way to liberate herself from her past, despite numerous roadblocks.

Grouping beginning writers together on the basis of personality or types of behavioral characteristics is always fraught with dangers. As our study has shown, it is almost impossible to define "levels" of writers at Ferris State. Even the temptation to label students as developmental or "high risk" pigeonholes all students in such a way that individual learning styles and different performances given different rhetorical situations are glossed over.

What, then, can be inferred about the groups of writers we looked at during the 1985-1989 academic years? What have our interviews with a selected group of seniors told us about attitudes, values, and metacognitive understandings acquired during the period of time they attended this state university? How have some individuals coped or "survived" given their lack of past academic success? What writing processes and revision strategies seem recurrent during the interviews, the self-reporting logs, and the successive revisions of a required paper? The remainder of this chapter will answer some of these problematic questions.

Writing as a Social Act: Contrary to the beliefs expressed by many of our seniors, that good writing is tantamount to good form and sentence structure, the greatest improvement among the subjects in our study appears to be centered in a category we call "writing context." We were surprised that despite all the attention paid in our freshman composition program to language (sentence structure, grammar and mechanics, word choice) and form (organization, development, and logic) the areas of most improvement in our 1985-86 study were in the rhetorical features labeled "context" (audience, purpose, and task). The gain among the improvers in the pre- and post-writing sample group (those who also most likely persisted to graduation, N=89) was close to 40%, indicating an increased awareness of process and social context of written communication, a major goal of our freshman composition program. It would seem that based on this data alone, that a major function of the freshman program seems to be attended to – to acquaint students with the rhetorical and social functions of written communication.

Three years later selected seniors offered evidence that social context remains both a conscious and an internalized feature of their knowledge of writing processes. Of the students interviewed, those who took course work requiring frequent term papers, written projects, and proposals expressed the importance of the role of audience in written communication. Comments such as "a good paper is defined by its effect on the reader" signified an awareness among our seniors of the rhetorical role of communication. Students enrolled in certain programs in the School of Business, particularly Marketing, most frequently mentioned audience and the role of interest in defining effective communication. One student had favorable comments on writing from her marketing class where the instructor "was just looking for what I was saying," whereas in "my English classes, everything was a factor." When asked where they learned about the role of audience, none referred to the freshman writing experience, referring instead to courses in marketing, speech, advertising, and for several students, courses in advanced writing (ENG 321), and proposal writing (ENG 323).

Other seniors mentioned the ability to solve communicative problems, to define a purpose for written communication, to organize a presentation, and to complete a task. Unfortunately, only a few expressed more than general and undifferentiated thoughts of the role of audience. Faigley and colleagues discovered a way to classify such responses based on a dissertation on what distinguishes effective from ineffective practicing on a piano. The dissertation titled *Piano Practicing Skills: What Distinguishes Competence,* by L. Gruson at the University of Waterloo, classifies subjects' responses to styles of practicing into four categories: simple undifferentiated responses, which indicate no specific behaviors; concrete behavior responses, which represent strategies that are employed in all situations of the task being investigated; general-strategy responses, which reflect specific behaviors adapted for a particular task situation; and higher-order responses, which indicate a 'chunking' of the task into component subprocess" (192). Applying these levels to student's comments about writing processes, we can distinguish between those vague statements of general intent, "I really wanted to do my best" to the more specific, task-ordered comments such as "I really had to change my mind on how to structure this statement because I knew that my audience had no knowledge of the technical process."

With exceptions, our senior students' comments about writing processes remain at the simple, undifferentiated level. A response to the question, "Do you think you write better now?" such as "I have more ideas about structure and modifiers, misplaced modifiers (laugh)" suggests a fairly undeveloped understanding of personal writing strategies in response to that particular prompt. A more differentiated response indicating specific behavioral actions would be "I think about things a long time before I write. I write some notes, maybe do a rough outline...That works for me because if I worry about how it is being interpreted or if everything is correct I get too caught up...."

Knowledge of Composing Processes: Except for occasional deferential statements on the importance of audience and a less frequent reference to the practice of testing out ideas on others before beginning the composition of text, our senior subjects' knowledge of writing processes remains somewhat tentative and ill-defined. Perhaps the lack of concrete, specific strategies is due to the lack of reflection on composing processes since few students at the senior level have had recent formal course work in writing.

One consequence of having a limited repertoire of composing strategies is manifested in revision processes which seldom go beyond correcting for surface errors, a topic that will be more fully documented later in this chapter.

Certain experiences, carried over from the freshman writing experience three years earlier, can be identified as having entered each of our subject's consciousness, hence becoming a part of the metacognitive knowledge of our seniors. One example is the belief as expressed by one student that "I'm not one of the better writers" as opposed to others who are "almost excellent." Several expressed the belief the sequence made them better writers, more conscious of the different kinds of writing required at Ferris. Such beliefs, often compounded with feelings of self-esteem or the lack thereof, can be elaborately developed to form perceptual patterns that affect many of life's activities, as exemplified by Mike for whom the heuristic and problem solving strategies learned in English 111 became a coherent way for structuring life's challenges. The problem-solving strategies mastered in English 111 became a part of this student's metacognitive wisdom, applicable to many problematic situations, not the least of which was to teach a hapless football player to ski down the hill. A number of our students, particularly those who had numerous writing intensive experiences (six or more) spoke with confidence of their faith in their ability to master any writing challenge:

"I'd do it. I've done it before," and "Depending on the situation, [I am] pretty prepared."

What patterns of attitude and beliefs seem most recurrent among the seniors we surveyed? One is the belief that somehow the three courses in the freshman sequence are built upon each other and that they helped change their self-image. As one student sadly put it, "Oh, 111 mostly made me feel crummy. It really did; it made me feel bad because I didn't know anything. Um, 112, this is going to sound really strange, but it was like on a scale thing. It went up with each class, because I felt, by the time of 113, I felt really good." Another said "my 112 class is when I really learned organizing" whereas 111 consisted of pre-writing and getting thoughts down on paper. Although several echoed Mike who said English teachers "should be more concerned with teaching someone how to write, not for sentence structure," the majority expressed satisfaction with the attention paid to sentence structure (even though the sentence exercises "hurt me," and "I dreaded them, they really helped.")

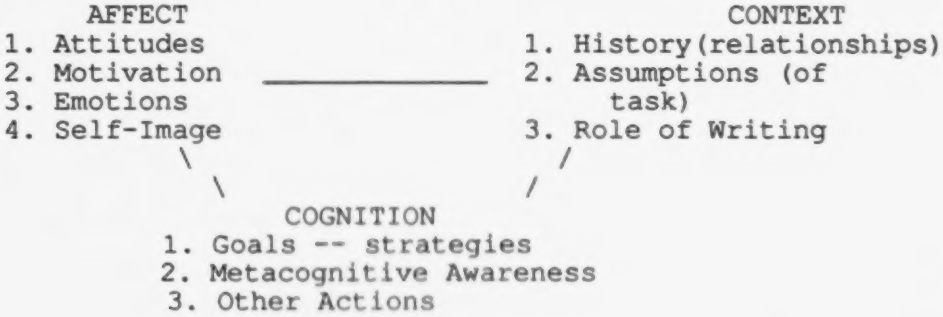
Revision Strategies: We examined the revising skills of our participants since revision is a good indicator of the students' maturity in writing. As was noted in Chapter Two, the research of the past two decades indicates that beginning writers do not share with experienced writers the same understanding of the revision process nor do they share the same revising behaviors. Typically the beginning writer edits rather than revises, meaning that the beginning writer focuses on surface level editing such as spelling and word changes. The beginning writer rarely revises at the semantic level or, as Faigley and Witte would characterize, the macro-structure level of the text. The experienced writer, on the other hand, revises at the semantic level, concerned for the message that is being developed in the text. This writer will view the revision process as a process of discovering meaning within the text.

During the first interview, each participant was asked how he or she would go about revising the writing sample that had been written by the participant as a freshman. At that point during the research we were encouraged by their responses. Most indicated that the writing needed massive revision, and most indicated that they would revise by conducting additional research on the topic, going to the library, getting facts, looking up statistics. These responses led us to believe that the students had learned about the value of presenting an informed opinion and that the students were thinking about their texts on a semantic level rather than simply wanting to change words or phrases. This type of response led us to believe that the participants had matured in their writing abilities over the past three years.

However, our enthusiasm over the students' revision skills was significantly dampened by the close of our investigation. Their discussion of what they would do was radically different from their actual performance as measured by the analyses of the multiple drafts of their written projects on the topic of the purpose of a college education. Even though it was obvious to the students that we were interested in their revisions (we collected drafts of their papers during each stage of completion and photocopied the drafts of their papers during each stage of composition for our records) they did little revision. In fact, if we recall our original definition of revision, as opposed to rewriting and editing, it could be said that only one participant revised at all. The majority of the students paid attention to surface errors only, conducting what Faigley and Witte describe as microstructure changes, changes to the text which do not affect the meaning.

We were disappointed in this finding for it indicated to us that over the course of their college experiences and after all the discussion of the importance of revision that they initiated during their interviews, they still do not know how to revise at a level above the sentence. In other words, they still revise like inexperienced writers. They have not yet integrated adult writing behaviors into their composing processes. They may be able to talk about revision, and they may believe in the importance of revision, but they are still unable to perform it at any level of sophistication.

Affect, Confidence and General Education: Because writing is so closely bound in with the affective domain, it is impossible to offer a comprehensive view of writing at the college level without giving some attention to the role of attitudes, motivation, emotion, and self-image of our student subjects. Describing cognitive and metacognitive features of student writing merely reveals surface characteristics of a complex and deeply interactive domain of human endeavor. At a presentation at the 1989 CCCC conference in Seattle, Linda Flower and Susan McLeod in a session entitled "Thinking About Feelings" argued for the necessity to look at both affective and cognitive approaches in any writing assessment model. Flower proposed a tripartite model of discourse that reveals the complex and interactive nature of writing production. The content of each of the boxes below is linked to the others by what Flower describes as "threads."



AFFECT
1. Attitudes
2. Motivation
3. Emotions
4. Self-Image

CONTEXT
1. History(relationships)
2. Assumptions (of task)
3. Role of Writing

COGNITION
1. Goals -- strategies
2. Metacognitive Awareness
3. Other Actions

This interactive model demonstrates that environmental and affective changes have a great bearing on writing production. For instance, a student with high motivation (affect) in a positive educational environment (context) may attempt to achieve goals (cognition) that may be beyond the reach of her composing strategies. Failing that task may call forth old feelings of inadequacy, creating emotional dislike for the classroom mixed with a negative self-image. Repeated experiences of this sort will create writing avoidance and possibly influence prospective career choice.

During the progress of our study, we have had ample opportunity to observe signs of writing avoidance. Of the hundreds of seniors who could have been subjects for our final interviews, few freely elected writing courses beyond the freshman year. Hearsay informs us that in fulfilling distribution requirements, students elect courses in which multiple-choice tests determine course grades rather than writing. Few students at Ferris freely elect advanced-level writing courses; the courses are taken either to meet program requirements or to fulfill humanities distribution requirements. The rare student who elects a writing course is likely to be already proficient in a variety of writing tasks. The professional specialization of Ferris programs works against the development of increased proficiency in areas of interest and expertise; conversely, it does not allow the development of skills in areas of student weakness. All of this argues for putting writing requirements into the professional courses taken during the student's final two years at Ferris. It also argues against the practice of using only multiple-choice tests in those Arts and Sciences courses where writing could be used as (1) a tool for learning the content,and (2) a means to evaluate student learning. A much-needed revision of Arts and Science requirements will require that the entire institution, not just the Department of Languages and Literature, take the initiative to address these basic curricular problems.

We might cite other ways Ferris students demonstrate writing avoidance, not the least of which would be choice of major, and even choice of university. Other signs include the numerous, abrupt refusals from students to participate in our study, the overt lack of cooperation among a few faculty across campus during our initial assessment in 1985, and the pressure placed on faculty outside of English by students to avoid evaluating writing for determining course grades.

It is clear, however, that the institution cannot shirk its responsibility for the literacy of its graduating students. Nor are there signs now that the institution plans to consciously renege on the commitment of Woodbridge Ferris to use literacy as a way to acculturate its non-traditional students into the cultural and educational mores of the managerial and professional classes which Ferris has served for over a century. However, by taking a compartmentalized and industrialized model of student learning - by dividing knowledge into required course units and departments,and by placing the literacy burden on several dozen faculty teaching freshman composition, the institution has unwittingly damaged its goal to provide career-oriented programming with a strong liberal arts component. Our study has shown that at Ferris much works against the development of student progress towards literacy and self-actualization. Not until institutional planners accept the dual and necessarily integrative mission of the university, will there be significant progress toward fulfilling the goals envisioned by Woodbridge Ferris over a century ago.

Confidence in Writing: One of the assumed and almost unquestioned premises governing the teaching of beginning writing is the role of attitude and self-confidence in improving writing performance. Studies by John Daly and others have led to much speculation and research on the role of anxiety, writer's block, and writing apprehension as a negative variable in the writing process. Among the seniors we interviewed, with the noticeable exception of two African-American students, all of our students explicitly expressed confidence in their ability to handle written tasks. We are well aware that our sample population is not representative of seniors as a whole for we likely recruited only students who have enough confidence to undergo the kind of scrutiny we administered. It should also be remembered that numerous students flatly refused to participate, and that we chose students whose transcripts and writing samples revealed patterns of positive change and frequent writing-intensive courses.

For those students who completed our study, typical reactions were those expressing persistence and confidence in writing: 111, 112, and 113 increased my confidence, "I didn't feel that everybody was critiquing my writing." Depending on the situation, I feel "pretty prepared" to write on the job; and expressing the belief that her future job would require much writing, "I am pretty confident I could do well."

Persistence in Writing: We suspect that persistence in writing is a much greater factor than commonly realized. Considering the adversity a number of students experience due to lack of preparation, to lack of success in high school, and for some, due to racial problems of a far greater magnitude than can be documented in this study, the variables contributing to success are much harder to identify and to categorize.

The transcripts of our selected seniors tell us much about the qualities of persistence that characterize many of our senior students. An example of such persistence is revealed by the transcript of one of our senior subjects. After withdrawing from Math 111 Fundamentals of Algebra in the first quarter of her freshman year, she registered for Math 111 again during winter term, receiving an F, which was retaken during a later term for a grade of D. Proceeding into the advanced level course in the spring, Math 121, she once again withdrew. Waiting a few quarters, she registered for Math 121 in the winter of 1987, receiving a C. This same student spoke of not knowing grammar "even though that was all that was taught in high school." Yet, in addition to whatever grammar she had to contend with as a freshman, she chose a career choice, office administration, that required a number of office administration courses demanding a knowledge of grammatical conventions. Even though, she "hates" those classes, she plans to persist through graduation. She hopefully expects to secure a position with a firm utilizing her ability to manage information and to edit her own and other's work, Knowing the conventions of standard English will play a key role in her job success. Despite many encounters with courses and tasks requiring a good knowledge of surface conventions of written prose, we found this student to be sadly unable to handle even the most elementary of grammatical distinctions. Not only did we share a concern for her future career plans, we also questioned an educational system that allowed a student to proceed through a curriculum in an area of considerable weakness. Why could she persist so long in a field that gives her so much personal trauma and negative self-perception? Has a faculty advisor or counselor given her a realistic appraisal of her career choice and her ability to perform adequately in that field? Fortunately, the persistence of other students we interviewed was not accompanied with so much personal adversity.

Conclusion: This study has developed with the understanding that no single, quantifiable measure of performance would be reliable enough to come close to measuring a skill as complex as proficiency in writing. We have observed and recorded much of what the existing research already tells us - that students with frequent writing experiences will plan better and pay more attention to the role of audience and purpose in whatever writing assignment is undertaken, that there is a direct relationship between confidence and the number and variety of written tasks in an undergraduate education, that the time required to affect significant maturity in beginning writers goes far beyond the beginning freshman writing course. Of concern is the observation that our senior subjects do not revise in ways that the research of Richard Beach and Nancy Sommers characterize the revision of mature writers. In this respect, at least, the writing of our senior subjects remains undeveloped.

The question we proposed at the beginning of this study, has Ferris State met its obligations to the development of student competence in communication, is only partially answered by this study. While there is evidence to support the view that Ferris, through its budget commitment and its course requirements does more than many undergraduate schools to prepare the basic writer for future societal demands, the lack of an integrated liberal arts curriculum combining studies in writing with the professional disciplines seriously weakens the educational outcomes of Ferris students. Ample evidence indicates that the institution has not become mobilized to deal with the underpreparation of our university freshmen; faculty have learned to cope with students weak in the basic skills by altering the way courses are taught and by relegating the responsibility for literacy improvement to the faculty who teach the year-long freshman writing sequence. Our study finds little evidence that there is any progress in student writing ability between the end of the freshman year and graduation. Our interviews and direct observation of writing performance of a group of graduating seniors indicate that even with numerous writing and writing-intensive courses, that revision and editing skills remain undeveloped, that knowledge of writing process lacks specificity, and that written projects resemble, more often than not, rough drafts riddled with numerous surface errors. Of some encouragement, however, is our students' knowledge of the social role of discourse, of the context in which writing takes place, and the all-important goals of audience and purpose. Evidence suggests that the freshman experience in written communication succeeds in increasing the students' understanding of social context and the sense of confidence in situations requiring communication skills. As students continue to write in their chosen career areas, this knowledge of context and perception of confidence increases. We suspect that these attitudes will carry over into our students' professional lives.

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APPENDICES

APPENDIX A

Assessment of Writing Sample: Interview #1

Show Student writing sample from four years ago and topic. Ask the student to read over both.

Questions:

1. What is your initial reaction?
2. What do you like most about what you wrote?
3. What do you like least about what you wrote?
4. If you were going to revise this, what would you do? Where would you begin?
5. If you were given this topic today to write on, how would you go about it?
   --strategies, topic, planning, etc.--

Second Interview: Portfolio Assessment

Begin by looking over the portfolio and asign the student to describe each piece. Find out what courses required writing, how was it assigned, how was it evaluated, how much did it count for in the grade, etc.

1. What types of writing did you do after Freshman English?

2. How much writing did you do after Freshman English and how often?

3. What courses required writing?

4. In the courses where you did writing, how much direction were you given for writing assignments?

5. How was your writing evaluated? What kind of feedback did you get?

6. Did the feedback in non-English courses differ from the feedback in English courses?

7. Did freshman writing prepare you for the writing you did in these courses?

8. Did freshman writing challenge you?

9. What are your strengths as a writer? Then and now?

10. What do you think are the most important things you learned about writing in English 111, 112, and 113?

11. What kind of things should a writer think about when writing? Before, during and after.

12. How did English 111, 112, and 113 make you feel about yourself as a writer?

13. What makes a good paper?

14. Does what make a good paper differ from class to class?

15. What advice would you give to someone just entering the freshman sequence?

16. What advice would you give to teachers of English 111, 112, and 113?

17. How would you feel if you were told in a class that you would have to write a paper which would in turn be the basis of your grade?

18. How could we improve the writing program?

19. How well prepared are you to write on the job?

20. Did you ever hear about the Writing Center? Did you ever visit the Writing Center?

Process Checklist

Please indicate the extent to which you agree or disagree with each of the following statements. Respond to each statement by circling one of the following: (1) strongly agree, (2) agree, (3) undecided, (4) disagree, or (5) strongly disagree.

		SA	A	U	D	SD
1.	When I wrote this paper, I knew how to get the ideas.	1	2	3	4	5
2.	When I wrote this paper I knew how to adapt it for my reader.	1	2	3	4	5
3.	When I wrote this paper I wasn't sure how to organize it.	1	2	3	4	5
4.	It was easy for me to get started writing this paper.	1	2	3	4	5
5.	Once I began writing, I had trouble keeping the paper going.	1	2	3	4	5
6.	I knew if changes needed to be made in this paper.	1	2	3	4	5
7.	I wasn't able to make the changes that I needed to make.	1	2	3	4	5
8.	I don't think this paper is as effective as it should be.	1	2	3	4	5

APPENDIX B

Grades in English 112 as Predictors of Grades in English 113

Grades in ENG 112		Grades in ENG 113: D/F/W	C's	A/B	Total
	LE D+	25	24	10	59
		42%	41%	17%	100%
	C's	95	110	104	309
		31%	36%	34%	100%
	A/B	69	104	317	490
		14%	21%	65%	100%
	Total	189	238	431	858
		22%	28%	50%	100%

LONGITUDINAL REPORT ON STUDENT ABILITY LEVELS AS INDICATED BY ACT COMPOSITE SCORES

Group	Composite Score	1975 N	1975 %	1984 N	1984 %	1985* N	1985* %	1986 N	1986 %	1987 N	1987 %	1988 N	1988 %	75-88 CHANGE
I.	31+	8	1.1	0	0.3	2	0.3	1	0.2	2	0.2	0	0.1	-92%
	30	7		0		2		1		1		0		
	29	10		8		4		3		3		2		
II.	28	17	4.9	16	3.2	11	3.2	11	2.4	14	3.3	3	1.9	-61%
	27	38		25		24		18		24		21		
	26	61		35		40		28		45		22		
III.	25	76	10.6	50	7.4	54	10.2	57	8.8	58	8.2	52	8.5	-20%
	24	76		56		80		72		68		61		
	23	99		68		102		78		81		93		
IV.	22	100	14.8	125	16.1	104	15.0	93	13.9	104	13.6	115	15.3	+6%
	21	112		121		125		99		123		114		
	20	139		133		118		134		116		142		
V.	19	130	17.5	156	19.5	146	19.7	147	19.9	157	20.0	139	19.1	+9%
	18	148		132		144		159		181		155		
	17	138		171		166		161		166		171		
VI.	16	130	19.6	156	20.2	146	21.8	147	22.3	157	22.8	139	23.9	+22%
	15	137		162		190		180		210		187		
	14	164		154		155		176		173		142		
VII.	13	151	17.6	170	20.1	148	17.1	169	19.6	193	19.5	165	18.6	+6%
	12	141		171		140		167		156		166		
	11	125		131		109		125		143		120		
VIII.	10	104	13.9	94	13.0	103	12.6	92	12.9	109	12.3	110	12.7	-9%
	9	75		75		75		83		77		80		
	8	58		67		63		57		65		60		
	7	42		42		27		26		38		80		
	-6	50		27		25		46		21		28		
TOTAL	2370	2348		2318		2351		2518		2431				
FSU AVERAGE	16.6	16.2		16.5		16.1		16.2		16.1				
STATE AVERAGE	18.5	N/A		18.9		18.9		18.8		18.8				

APPENDIX C

Cheryl Interview #1

Interview:What was your initial reaction upon reading your writing sample?
C:Well,It talks about my problems but it, you know, makes like some of the words,I mean,I left out words and there are things that should have been in there. I mean, don't make sense when you really read it so, you know I guess a just wrote it and didn't know what I was doing at the time. I've improved now. I don't think I would write exactly the same way.
I: How did you feel about the content that you wrote?
C: Well, I think they were good ideas, but I could have put them in a different form, you know, like, I write something, I, like, wanna , you know, like one way of solving this would be this and this and I just ran on with it and I could have broke it down.
I: What's your reaction to your language?
C: I don't think this is good language. I think I could have used better language. I use more, like, slang in this and you can see more slang here, words that I shouldn't have used. I could have used better words in other words. I used something I probably wouldn't even use now. (laugh)
I: Any other reactions?
C: The things that happen in this essay is, [corrects] they are true and everything and I think as far as the essay itself is good but the way I wrote it is not.
I: Did you remember it as you were rereading it?
C: Yes I remember everything and it seems though this happened when I graduated from high school the issue was going on then and I feel that, you know, it's a important issue but I guess I , somebody in the audience would read this and they probably wouldn't even understand , you know, mainly what I was saying.
I: Do you have any memory of writing this essay?
C: Um. . Well I was, I guess I think it was the teacher gave us. He told us to write a essay, I guess the timing he gave us. I was in a hurry and I wanted to get everything done, you know, within that time and I think I rushed into it, and I can remember writing it. I can remember wanting to get everything out, so.
I: Looking at the essay as a whole, what do you like most about it?
C: The information is good, but I don't think the format I wrote it in is good, you know.
I: But you like what you decided to write about.
C: Right. I like this topic in general because it's about my hometown, so, I like it.
I: Is there anything else? Don't be too hard on yourself.
C: It's not good to me, now that I read it I guess because I had so many different English teachers, now, and this was my first year, I believe, and I didn't get much. . well I had English in High School but I don't think I did essay questions, essay type papers in class so , uh, so this is just the first paper I ever had, so I
I: So, what do you think about it knowing that?
C: Well, this is good, you know, for a beginning, but now that I've had other classes I know a little better what I want. I think I can do a little better.
I: What do you like least about this paper?
C: Huh. Well, I didn't put words in that should have been there and the language I use, I don't like the languge I used.
I: What specifically about the language? Is it the vocabulary, the way you worded. .
C:Yea, the vocabulary, like people bypassing, like I'm talking about kids hanging around stores and everything and I could have liked said "skipped school" or there are things like that that I don't really like saying that people bypass , people just. .you know, were concerned. .I wouldn't say it . . people weren't concerned about what was going on at the time, but that was just my opinion they could have been, so I could have worded that another way.
I: So you find yourself becoming more and more critical of things like the language you're using or the opinions you're expressing?
C: Right.
I: If you had a chance to sit down and revise this, what kinds of changes would you make?

C: I would keep the same problem but I would change the way I put it. I would write I say um. . students are hanging around liquor stores . You know, I would say that, I would probably still say they are hanging around the store but I would probably put it in a different way cause they're still hanging around the stores, and uh..like..there's like skipping school and going and buying liquor I don't know if that, if they're also selling to minors , I don't exactly know that, but I know that they're selling to some so.

I: So, you're checking your details?

C: Right. I want to check my details and uh. .

I: If you had a clean sheet of paper in front of you. .

C: I would write this paper over! (laugh)

I: Where would you start?

C: Oh.

I: What would be the first thing you would try to get at?

C: OK I would keep the beginning so everybody would know what I was talking about.

I: So the opening sentences you would keep pretty much the same.

C: I would keep the same the beginning but the middle I would change some of the structure. I mean, all of this makes sense but it just seems like I'm repeating. As I look at this it's repeated. And I would break it down to a , you know, to a short essay. I would break it down where it wouldn't repeat itself and. . I mean because in a sense this paper repeats itself over and over again. People are active in watching students and keeping students from buying liquor in a way they're not. That's what I think but I wouldn't. . .

I: Do you think your content needs to be elss or more?

C:: I think, uh, less because when I look at this it's saying, the beginning is telling what it is all about and I'm just elaborating more on it what. . I'm just talking about different places where they go when they skip school and when they go back to school they might be drunk or whatever and I have that all in there. Some of the way I said things (laugh) is just silly.

I: You don't like the language.

C: No. not now.

I: What about the way this is organized. Would you change anything?

C: I think I would keep it the same way but I would put it in shorter contents in each.

I: Is there anything about your development that you thought needed clear explanation or more detail?

C: I think it needs to be clearer because the way I'm saying it maybe it doesn't even make sense to some people, you know, what I'm talking about.

I: Do you remember when you wrote this if you were thinking about your audience?

C: No. I never even learned about that until I had English 321.

I: I'm noticing in the statement you just made that you're very aware of your audience.

C: Well, I don't really, what I was thinking about the poeple that , we had a petition signed, so yea this would be to people who were interested in stopping students from drinking and going to class, but at this time I don't think I was thinking about that. (laughs)

I: That's interesting because I think that that was part of the directions you were given as part of the assignment. To Direct this paper to someone who could do something about it.

C: Right. I knew about the petition, but when I wrote this I don't think I was thinking about the audience, I was just writing it. I don't know.It might not make sense. Maybe I was thinking about somebody, because my opening statement "I live in Benton Harbor Michigan and the problem I suggest that we solve is people hanging around liquor stores," so I guess I was directing it at someone. Probably a general audience.

I: If I were to take that paper away from you and give you a blank sheet of paper and say I want you to write an essay on this topic and direct it to an audience of people who would be interested and capable of doing something about it, how would you go about it?

C: Well, first of all I would think a while, the different problem would still be in the same hometown, the beginning would be telling a general audience about the problem and what I think should be done about the problem.

I: How would you come up with a problem?

C: Well, I'd think about what was going around, the envrionment around me, the envrionment would be my hometown, most my concern is with my homeotwn, problems that go around.

I: And when you say you would think about those problems, would you do it in your head?

C: I think I would write them down, you know, the different things I want to talk about first of all and then I would choose one that I really wanted to write about and then I would start off writing. I would put all my ideas on paper and then what I didn't want in the paper I would take out, but I would have my main problems in the paper.

I: Once you had the idea for your paper you would just start?

C: Start it and then from there I would change it around like I really wanted it but I want to get, first of all I'm the kind of person who wants to get it all down first and then maybe go back and re..change it around. I always do that.

I: When you say you're the kind of person that wants to get it all down first, is there any reason for that?

C:: Because I think I'll forget something (laugh) I want it all. I'm the kind of person that wants it all there so everybody can see what, you know, there really is. And then if it don't make sense , then I'll take it off.

I: Once you have it all written down, what would be the next thing you'd do?

C: I guess I would. . well all the ideas I have, I would think about them and then I would, I guess if I wrote them down they would be something I really wanted to write about and I would write the paper and I would think about what's going on before I put it down on paper because if it's something that's going to be solved I (?) and there wouldn't be any need for me to talk about that problem, but the problem I was thinking about is not solved now and I don't think it's ever going to be, so I would write about it and I would really want somebody to know about it.

I: So, you're selection of a topic is a real important part.

C: Right.

I: When you say you write down to get all your ideas down, and then you start drafting those ideas, do you typically do that for most papers?

C: Yea, I think. . Well, most of the time I like for someone to , you know, tell us a problem or something, because it seems like if I can't get a problem then I don't know about anything to write about. I have a hard time finding something, so um. I would just, I don't know if I would just start writing, it would take me time to sit there and think about what I wanted to write about. It always takes me a long time to decide what I'm going to write about. Sometimes I can't think about, like I say, I know about the problem, but I don't know exactly what to write about it. I mean, I might have ideas in my head , you know, telling me the problem in Benton Harbor might be this and , you know, it's so much happening around it that I could write so many different things about it that I don't want to make it too long or carry on about one topic, so I would think about which one I really want I mean what problem is the major concern and I would write on that.

Interview #2

Interviewer (I): Why don't I just give you this sheet here and that way you can just talk from it. Why don't you just describe what that assignment was and any directions or length and whatever you had with that assignment, what class it was for.

Cherlyn (C): Well, this was a resume that I did in Data Processing class and what we were supposed to do was a resume and cover letter and it was supposed to be spelling errors, you know, and everything. We had to do it on a computer. We had to leave it on the disc, so if he wanted to look at the disc, he could look at it and see if we really did it on the computer and everything. It was fairly easy. I had a resume in the beginning, but then I left it at home or something, so I had to do it over from memory. It wasn't very hard.

I: Were there written directions with it?

C: Yeah, it was written directions. He told us he wanted us to set it up a certain way, just your objective and different things like that.

I: In the cover letter for the content, did he tell you basically what contents should be there or did you have to . . .

C: We just thought of it on our own. We really did. The cover letter, he just wanted a cover letter. Mostly he gave us directions on how he wanted the resume or whatever, but he didn't tell us how a cover letter was supposed to be, so we just made up our own.

I: Okay. Were there any other written assignments in the Data Processing--that you did on the word processor or otherwise?

C: I think we had to make a budget. I couldn't do it. I tried my hardest. We also had, we had many assignments, that's what I'm saying. We had to type up, when we did an assignment, we had to type up how we got to this with everything. I didn't know anything about computers and I was just taking it to learn about it, but . . .

I: So you don't use a word processor normally?

C: Well, down in personal counseling office, we work on the computers sometimes, playing on the computer learning more about the computer, but mostly, if I'm gonna do anything, I'm gonna type it. For this quarter I had a critique paper due and I typed it up. I don't know how it sounds, but I typed it up in one day, pretty fast work. And I kinda thought of things as I went on. So I don't know really how it sounds.

I: What was that assignment? What did you have to do for it?

C: We had to critique a research paper. He gave us guidelines to follow and everything. I had to do this last quarter for another class and he gave us guidelines to follow. But the article that I had was confusing to me, and so I wrote that it was very confusing to me and that I didn't know which way to go and I still got an A on the paper because I guess he understood that I tried. He said it sounded like it was a difficult article. The teacher I have this quarter, he's taken the article and your paper, so he could see exactly what's going on, because it was a hard article.

I: Did you pick the article?

C: Yeah. But I thought it would be something that I liked. When I was reading it, it just seemed like it jumped from place to place and it was too late for me to find something else, so I just worked with that and everything.

I: So you were honest with him.

C: Right. It was difficult, but I understood some things, once I read it over after I got my paper back. My paper didn't sound good to me, but I guess he felt that it was okay. But when I read it, I wouldn't have gave an A on this paper because it didn't sound too good to me. And so I read the article over and I get an understanding now, but I guess at the time I wasn't really into it. So maybe that's why I didn't get an understanding.

I: A more general question--Have you done much writing since your freshman English classes in any of your other courses?

C: Well, in English 321 I did this paper for Sandy. I did papers for her, I mean we had to rewrite our papers, so I did papers for her. I learned a lot out of that class because she gave us the opportunity to do it over and everything. Because if she hadn't I think I wouldn't have did well out of the class. If I felt I couldn't do it, I went to her and I told her I don't really understand how to do this.

I: How many papers did you write in that class? Do you remember?

C: More than one. I can't remember.

I: Were they generally on topics that she gave, or did you get to pick some topics? I'm kinda catching you off guard here.

C: I'm trying to remember exactly how it was.

I: Was there anything that stands out from that class in terms of an assignment that you might have done?

C: We had to do a paper on something that, like, it wasn't an argumentative paper, cause I remember doing it on my hometown and I was talking about the hospital in our hometown, how it was taken, I mean it's not taken away, it's just the way the employees are shipped to one hospital and everything--medical equipment--was taken to another hospital and I talked about that. I brought so many different things in there she had to help me pick out something that would just generalize it.

I: Help you focus the topic?

C: Yeah. That was a hard thing because I was into everything, and everything was all jumbled up.

I: So you wanted to say a lot of different things and she helped you focus the topic?

C: Right.

I: Do you remember how the paper turned out?

C: I think it turned out good. I probably got a B on it or something. I can't remember, but it wasn't a low grade.

I: For those assignments, do you remember, were there written directions or oral or both?

C: She gave us both.

I: You're in what program now?

C: Social work.

I: You're in social work and you're a senior and you're doing this internship here. Are there classes besides, say, the resume writing, the critique writing, that you have to do any writing for?

C: The only class I do have is eleven o'clock and that's the Social Work Research Application class and my seminar and them are the only two classes I have, so right now in my seminar class all I write is a weekly journal, that's it.

I: Oh, okay. What kind of writing do you do in the journal? Is it personal?

C: It is just telling about your internship, the things you do, so he can see if you're doing to right thing. Like I think that I'm not seeing enough people, and he'll say, well, that should pick up. If it don't you should talk to your adviser or something like that, and if you see someone you just tell him about that. You tell him what you're doing daily on your internships, so they can see if it's going okay with you. Because sometimes if they ask you in class, you won't tell him about it, but if he reads it in the paper he can find out what you're doing. And we get to critique him. When he talks daily--well we only have him on Tuesday night 6-8:30--we get to critique him. We get to criticize him if we feel he didn't do good, if he didn't help us, we can tell him that.

I: As to what he's doing in class?

C: Right. What he's teaching, like the topic for the day. We have a topic every week and if we don't feel we learned anything from him we can tell him, you know, that it wasn't interesting to me or whatever.

I: That's part of your journal? You write it in the journal?

C: No.

I: Oh, you just tell him?

C: You use the journal and a critique paper.

I: Of him?

C: Yep.

I: Oh, that's interesting. Did he explain why the critique?

C: He wants to know. He's not a teacher here. He's from FAC in Cadillac--Family Adolescent . . . somthing like that. So he's just here this quarter teaching our class. They have brought in a teacher just for that. And so he wants us to give our viewpoint of him. Most of us find him very boring, but, you know . . .

I: Do you tell him that? Or do you lie?

C: Well, when we sit there and look at him he can see that it is boring. We sit there like, hmm, hurry up with this.

I: So you don't have discussion? Just lecture?

C: It's both. Like if he is talking about something you can jump in at at any time.

I: What about over the last two years. Have there been very many of the classes where you've had writing, besides English classes? Like report writing, summary writing, research writing?

C: I think that was it after I got out of English. I can't remember anything.

I: So you took your freshman courses all your freshman year? So your 111, 112 and 113. Then you did, did you do any your second year? When did you take 321?

C: I think last year.

I: So your third year?

C: I can't remember if I did any papers in other classes, because I had--well, I did, I think in my social work classes. I did papers, yeah, reports.

I: Report writing?

C: Yes.

I: And maybe some kind of research or articles that you had to summarize?

C: Yeah, that's what I did.

I: So, overall, you would say that besides these occasional reports and some researching in social work classes that your writing has been on the low side?

C: It's low, because . . .

I: I don't mean low, like with grades, but you haven't done a lot.

C: Right. I haven't did a lot. Maybe if I do more, I could see how well I could do, but I haven't really been doing anything.

I: The question I was going to ask was what courses have you taken that required writing besides, well we know English and 321.

C: I think most of my social work classes I did write in.

I: It was part of the requirement for the grade?

C: Yeah, everybody had a term paper for you to do. I did a term paper last year in Soc 223, and it was the Amish. Well, we had to do three different groups, so it was on the Amish and two others. I got a C on that cause at that time my brother's baby had died. At that time I just did it at the last minute. Most of my classes that I did have I did a term paper in.

I: If you come across any in your files or something, if you could let me see them or show them to me before the study is over.

C: Okay.

I: I've kind of touched on this already, but for the classes that you had to do writing, either research or summaries or critiques, do most of those classes give you written directions or how much direction would you say generally are given on papers?

C: Okay, the paper that I just did, he gave us written directions. Most of the classes I do, I get written directions on how to do it. Or if they don't, you know in the beginning of a quarter, you know you always get the syllabus and they tell you that you have a paper to do and they'll tell you more about it later on.

I: And they generally do?

C: Yeah. Most of my teachers have. They explain exactly how they want it and everything.

I: If you could think about the research paper for a minute that you did on the Amish and the other two groups. Were there written directions for that paper in that Soc. 223 class?

C: Yeah. He wanted particular, you know, you had to compare them--each group, how they lived, how they differed in religion and everything. So he gave us good directions on that because he wanted comparisons and different things about them.

I: Did he tell you what it would be graded on or how it would be graded?

C: Most teachers, I don't think he told us that much about it. They just tell you how much it's worth.

I: The total points?

C: Right.

I: But they don't say as far as well, I'll be looking at how well you stated your problem or I'll look the detail and research that you have?

C: The last paper that I just did, he did for neatness and everything because he said if you're going out and going to be a social worker and you have a paper and everything, you would expect it to be neat then, so we try to do it now, so when we get out there we'll know about it.

I: Do you find that helpful?

C: Yep.

I: You'd rather have directions, huh?

C: Beforehand.

I: Do you feel that your freshman writing courses prepared you for the writing you had to do later? How much would you say it prepared you?

C: Yeah, I think it helped me a lot because some of the things, you know, in high school, I had just told my mother, I didn't learn very much from the courses I took in high school. I wasn't prepared really when I got here and then once I got here and started taking English, it was kinda difficult at first because some of the teachers I had did grammar work mostly. And we didn't do many papers while I was high school, so once I got here, it wasn't that hard to do them, but you know, my first quarter--did I do the worst my first quarter? I don't think I did very well when I first came, that's why it was so hard for me to write papers, cause I didn't do so well. I did all right in high school but it just wasn't enough to get by in college. So I had to improve or else . . .

I: What do you think you made the greatest improvement in? Was there any certain course that you took or English course that you took where you saw a large improvement?

C: 113. Once I got to 113, I thought that I knew a lot more. And then when I got to 321, it wasn't . . .you know, we didn't really do the same things in other English class. We focused on social work articles and different things like that and so, what we did in there I'd have never understood but you know. I know the whole purpose of the class was to get us into articles and having people read, you know, the audience had never saw this paper before so write it like that. I think that helped me too, you know, because you're writing a paper, you might be saying these things and people might not even know what you're talking about, so I think that helped.

I: When you get a paper back that you've done, do your teachers put feedback on it for you? Do they give you comments or do you pretty much just get a grade? What's been your experience for papers you've done?

C: Well, this paper right here, it don't have any comments, it just have a grade. But the papers I did last quarter, he gave me the comments on it. You know, it seems confusing but a good analysis of a confusing article. He wrote that on there, and most of my teachers give me some feedback. Lately, I've had teachers that give me feedback on the articles.

I: And do you prefer feedback on your papers?

C: Yeah. Because if you get feedback, when you go to your next paper you will already know, okay, don't do that on this paper because on your last paper it wasn't right. You have a better chance of getting a better grade if you get feedback.

I: What do you think your greatest strengths as a writer are now? What do you think is best about your writing--just in your own opinion, not just what teachers would say to you. What do you think is best?

C: I really don't know because when I had English 321, I could just write out something and I let somebody read it they say it sounds good. But when the teacher get it, it don't sound that good.

I: Well, forget about teachers. When you finish writing something and you feel good about it, what is it that you think is good or strong about what you write?

C: Well, when I just write it out and I think it sounds good, you know, when I just write it. I give a little thought and then write it, but I don't find--I mean I don't find my work poor--but I find it average work. I feel that if I could write papers, that could help me later in the future.

I: Let me say this--if I gave you three categories, like your content, your ideas, and then maybe something like your organization, how you organize ideas or how well you support your detail or give examples, or then maybe something like mechanics or grammar. Out of those kinds of categories, what are you best or strongest in?

C: My grammar is good. My organization might be a little off. But I have a lot of ideas.

I: So your ideas are a strong point?

C: Right. My ideas that I come up with . . . it's just organizing them in the paper, you know.

I: So if there was one or two areas that you could really become good at which area would it be?

C: Organization of the paper. Because I find myself saying, this don't sound right here, you know, maybe I should put it in later.

I: But you're not always sure about that?

C: Right.

I: Okay. Well, that's good. What kind of things in 111, 112 and 113, if you can remember back that far, what kinds of things that you learned in those classes do you think are most important? Is there anything that you learned or was taught in those classes that you thing is important to be taught in a writing class?

C: I don't remember who the teacher was. I think it was . . .

I: Well, maybe you could just think in general of your freshman year and of the writing you did in general. What kind of things--you said by the time you got to 113 . . .

C: Yeah, in 113, I felt good about grammar and punctuation and all that, you know, how to put the commas in the right places, but I should have been more confident about that before I left for high school, but I wasn't until I got to 113. In 112 I felt good because I wrote papers and worked in groups and everything, and I think that helped. I think I did good papers in 112 and 113. 111 was just a start for me and wasn't that good, average.

I: What would you say makes a good paper? If you were going to say just from your own judgment and ideas, what is it you would point out, a few things that make something a good paper?

C: Hmm. Well, is it the ideas that you have?

I: You don't have to say it for me as an English teacher, but for yourself, if you were going to say, this is a good paper. Pull out an old paper you wrote and say, "This was a good paper," whether the teacher thought so or not. What are some things about it that would you think would make it . . .

C: Well, if I wrote a paper, I would think if I didn't have many grammar, you know, many misspelled words and I wrote it, if it looked good to me, I thought it was a good paper.

I: Okay. So, the mechanics, the grammar, the spelling.

C: Right, all that. Even how it sounds, the ideas that you have. Even though it might not sound good to the teacher, it is just the thought of you writing and the ideas and how hard you worked on the paper and everything. I think that makes a good paper, cause you can sit there and type it and work on it--it's gotta be a good paper.

I: Does what one teacher requires for a good paper, say in social work versus English, do you think that a social work teacher thinks the same things about a good paper that an English teacher would think?

C: Yep, I do.

I: Why do you think that?

C: Well, social work teachers feel you have to do good just like English teachers, you know, grammar and everything, and they expect just the same as an English teacher. You have to work hard, like our teacher told us--a rushed paper is not a good paper.

I: So you do hear the some of the same things in your social work classes that you hear in your English classes?

C: Right.

I: Do you pretty much agree with that's the way it should be?

C: I think so. You shouldn't just because you have English, you know, the English teacher tell you to do something, it should be like that in every class because you got to go through life regardless and you need to know how to do things regardless of if your in English or social work or whatever. You need to know these things.

I: If you were going to meet a freshman student and they were about to start their freshman English classes, would you have any advice to give them before they start their freshman English classes based on your own experience or what you think might be helpful to them?

C: Well, try hard, I guess. Don't give up if you don't do good on your papers. Just keep trying or get some help because I don't know why I didn't get help my first year. Maybe I didn't even know about the services available but I would recommend that if they were having trouble to get some help right away before they get behind.

I: Do you know now where you could go?

C: Yeah. I know now but I think . . .

I: What would you do if you needed help?

C: I would go to the Writing Center.

I: Where did you find out about the Writing Center?

C: In 113.

I: So your teacher told you about it?

C: Yep.

I: Did you have to go or was it just recommended?

C: Well, she told me you could take your paper over there and let them look at it at the Writing Center. But I didn't. I wrote it over again myself and turned it in.

I: *Would you do it differently today.* I mean if you had to do it over again, you'd go back to the Writing Center?

C: I think I'd go to the Writing Center and get some help.

I: If you had to give advice to teachers of English 111, 112, and 113, is there anything you could tell them to help them teach better, do a better job? Well, if you had any advice to give them, from the student's point of view, what students need?

C: Well, most people complain about how hard teachers grade, you know, and I was always tell them maybe you should go to the teacher. Maybe the teaher should, you know, if you need help, be there at office hours. I know people have office hours and everything but most students are afraid to really tell the teacher that they don't know what they are doing or whatever. But 321, if I needed help, I got help. I stayed after class or whatever and I got help when I needed it.

I: Now what do you think made you not afraid to get the help in that class.

C: How friendly she was. She was really friendly. So most teachers, if I get a grade I don't like, some teachers I won't even ask about it, I'll just keep the grade because of the way they act or whatever.

I: You're too frightened of them or intimidated by them.

C: Right. That's one reason I don't ask people for help. But I did ask for help in 321 and 113.

I: So part of your advice to teachers might be to not make your students afraid. Encourage them to come see you.

C: Right.

I: Well, that kind of answers my next question, which would be how could we improve the writing program? And that would be maybe have teachers help their students a little bit more.

C: Right.

I: Do you have any other advice for us to improve our program?

C: That's all I can see right now.

I: So you think the 111, 112, 113 are good courses to keep for freshman?

C: Yeah. I think from teachers writing feedback on the papers will let them know later that that might not be good.

I: So give them feedback and talk to them?

C: Yep.

I: If you were in a class now that all of a sudden the teacher said, for spring quarter you know, you're taking this course and you find out the first day you're going to have to write a major paper that's going to count for pretty much of the grade, but you don't get a lot of direction. Would you feel pretty confident to do it by yourself without a lot direction?

C: Nope. I would have to go to the teacher and ask him exactly what he wanted because I need some kind of directions before because I don't want to do something and it's wrong and the they tell you, well, this is not what I wanted.

I: What if you pretty much had an idea of what the teacher wanted and you felt confident about the assignment and how to do it, would you feel confident about knowing enough about writing a paper to write it yourself? If you knew what the teacher wanted?

C: I would then. I would write it.

I: You feel like you'd learned enough about writing papers that you could do one on your own?

C: I would just write it and if some point where I'm writing it I didn't feel that that's exactly what they wanted, I would go to the teacher and ask him, "Am I doing this right?"

I: Try to get reinforcement along the way?

C: Right.

I: My last question for you is how well prepared do you feel to write on the job once you leave here?

C: Write on the job? I don't think I'm too much prepared for that but I think I could if I have to. I don't think it will be a big challenge. I could probably make it through writing cause you know right now while I'm doing my internship he might ask us to write something down and he wants us to write a newsletter. I just looked at him like I never wrote a newsletter, so some things like that I don't know how to do it and I wish I knew certain things before I leave here.

I: Maybe you ought to write that in your journal, or write it in your critique of your teacher.

C: Yep. Cause I do not know how to do a newsletter.

I: What about correspondence and reports for clients and that kind of thing. Do you feel . . .

C: I think I could do that.

I: So it's sorta the basic report writing that you could do but some of the speciality writing you might . . .

C: Right.

I: Well, you might want to suggest that to somebody before you leave.

C: Right, cause I don't know how to write a newsletter and it would help me once I leave here to have something like that.

I: Okay. Thank you very much.

- Freshman Writing Sample

I live in Benton Harbor Michigan and the problem, I suggest should be solve is people hanging around liquor stores. The big problem is people skip school to go to this store, they get people by-passing them to go in and buy it for them. Although, people know these student are to young to drink they get it anyway. And after the student receive the drink and finish drinking it they rush back to school. Some be high, drunk or whatever you want to call it. The teacher pay it no mind, because they don't care one way or the other. Also there is a store right across the street from school, but it doesn't sale liquor because everyone signed an petition against it. But well we're signing this petition against one store, yet another one is doing the same thing, selling liquor to minors. One way I think we can solve this problem is for one, keep young students from hanging around the store school hours or any hours, if there not buying anything. Keep a kine eye on any one you think that would buy this for minors and report them. I also think parents should warn there children about hanging places that sale any liquor if they know whether or not they drink or not. Teachers shold keep a daily count on students, that they suspect that skip and might do this. Parents should sign petition to stop anthing that would harm there childrens education. Also I think they should close this store up during school hours, or maybe they could just stop selling liquor during these school hours. To solve any more problems that should come up about the liquor store, like killings that have occur it should be close up for good.

Cheryl: First Draft

(Italic indicates scratch outs)

1st Attempt 3/17

The purpose of a college education to gain knowledge for the work field. You need a good college education so that you can

The purpose of a college education is to get a degree in a field of study that you like. Once you have chosen that field of study you then try to earn everything there is to know about your filed of study by going to *getting* going to college *education* Once you have a college education you can go out in the work world and find a job.

A college education can *give you* you knowledge

2nd Attempt 3/22

The purpose of a college education is to get you prepare for the work world. In college you learn different things that are require to survive in your field of study

learn the meaning of life.

Once you have learn about your field of study you will receive a degree and with this degree *you can out* you will have a better opportunity and try *to find a job that you are interested* of getting a job in the area you studied.

With a college education you will have more qualification. So a college education give you and advantage over people who don't have one.

3rd Attempt 3/22

The purposes of a college education is to prepare students for the work world. Students learn different things that are required to succeed in their field of study.

Once a student has learned about their field of study, then *you* they receive a degree. With this degree a student can get a good job, *because of the education the student received.*

Also with a college education you may be more qualified for a job, then someone who don't have a college education.

4th Attempt 3/22

The purposes of a college education is to prepare students for the work world. Students learn different things that are required to succeed in life outside of college

Once a student has learned what is required of them in the work world. Then they can focus on their major.

Then you the student can get a degree and go out in the work world and get a job.

The advantages of having a college education is that you can get a job faster then someone who don't a college education. Also you have gain knowledge that will be with you for the rest of you life. Also a college education makes you proud as well as your parents. With a college education you are fulfilling a dream.

Rough Draft

The pruposes of a college education are very clear. People need a college education in order to survive and get a god job in this world. I've found out that it's hard to get a paying more thatn minimum wage with a college education.

The purpose of a college education for a minority student like me is to use the education so that I can advance to the top.

Another purpose for a college education is that a education will help me fulfill my ultimate goal in life. A goal that will help me build a career in life.

Also a college education can enhance a person knowledge that will be taken into the work world. Also knowledge that can be passed on to family and friends.

Another prupose for a college education is that it makes your parents proud it shows how hard you worked to achieve a goal. Also with a college education you show your parents and relatives as well as yourself how their time and money has paid off.

Also with a college education when you are older you tell your children about your experience, and maybe influence them to go to college.

In general the pruposes of a college education is to help me fulfill my most ultimate goal, so that I can benefit from it in the future.

- Final Draft

The purposes of a college education are many. A college education is necessary to be well-rounded. A college education is necesssary in order to achive a career goal. With a college education you develop Resopnsibility and Independence.

In order for anyone to make it in this world they must be well rounded. I find it hard to find a job without having a good educational background. Most people who have low paying jobs don't have much education, because if they do then their just not applying themself enough in the work world.

This summer I found it hard trying to find a job without a college degree. I got a job paying a litle over minimum wage. I feel if I had my degree at that time the job opportunity would have been better.

A college education is necessary in order to achieve a career goal. For most minorities lke me for example it is hard to get a good job without a education. Sometimes even with a college education it is hard for minority students to get a job. I found it hard this summer when I was trying to get a job, most of the people I had an interview with made their decision on whether or not I would get the job or not before I even sat down. I thought it wasn't fair at all, because people should be given a equal chance regardless of their race. I know this doesn't happens everywhere, because some people look at minorities as equal. I'm not saying minorities are always treated unfair all the time but it's hard for minorities to advance to the top even with a degree at times.

Some minorities don't achieve their career goals because they give up after someone turn them down for a job. I am a strong believer, I believe you have to try until you get what you want. I want let one turn down get me down and keep me down. I plan on using my education wisely, because I have worked so had to finish college.

Another pupose of a college education is that it teaches Responsibility and Independence. I'be found that I have more responsibility now that I'm in college. I make my own decision, I don't have to ask my mother's permission for anything. I'm living more independent now, because I live off campus now. I take on Responsbilities that I couldn't imagine taking on in this life time.

So in general I'm more mature now and I can take on my own responsibilities without being told by my mother.

In general my overall feelings about college is that it helped me gain a education that most people don't have the opportunity to get. The Education that I will receive will help my as a minority achiece my goal. I want let one turn down be my turning point in life, I will continue to strive no matter what happens.

Another thing is that I feel that I can challenge the work world, but without a college education I wasn't ready. So college is very meaningful to me, without college I think I would have gave up on trying to achieve my career goal.

APPENDIX D

Interview: Claire

RC: Ok Claire. With this one what I want to ask you about is what you think about this. You said that you think your writing was terrible.

C: It's pretty bad. I noticed a lot strange words here and bad spelling.I think I even used some of the commas wrong.

RC: Well, this was your very first day of school.

C: I don't remember this paper.

RC: (reminds her of project)

C: No, I don't remember, but this is my handwriting.

RC: sure,sure. There's no doubt that this is yours.

C: This looks like something I'd write. It looks like something I'd do becauseI have a habit of thinking faster than I write, and I miss words,or I'll put something in that doesn't go in the right spot.

RC: Do you still do that?

C: No.

RC: What do you like most about what you wrote?

C: What it's saying.

RC: OK

C: The idea that's being brought out about drugs

RC: What do you like least?

C: The errors! Of course.

RC: The surface errors that you see. If you were going to revise this besides fixing the surface errors what else would you do?

C: I think I'd add that it's not only kids and teenagers that are doing drugs but a lot of older people.

RC: So you think that four years later you r topic is still relevant.

C: Oh yea. I'd just develop it more. I don't think it's changed in the last four years.

RC: Do you think that you know more?

C: Yes. As a matter of fact, four years ago I didn't know anything about crack but now I do. I'd never even heard of it. Some of the stuff in here. I can't even believe I wrote it.

RC: like what?

C: Reads "The reasons for this solutions. . ." This sentence doesn't even make any sense! reads. That sentence is so goofed up. I can't believe I wrote something like this. Oh man, I can't believe I wrote something like this.

RC: Now the topic you were actually writing on was to talk about a problem in your hometown and to suggest a solution. If I were to ask you to write on this same topic today and give you that topic, what do you think you'd do?

C: I doubt that I'd write on the same topic. I think I'd think more about the situation in my hometown, something that I was more. . .now this right here of course is in everybody's hometown. You could just do this off the top of your head. I think now I'd consider a problem that is really detrimental to my hometown, not that drugs are not, but something that's more, that's more . . .

RC: Do you have something in mind?>

C: I would say teenage pregnancy, but that's another one of these. (topics) ?Everybody is informed about it already. It's beat so that there isn't much more to say about it. All you can say is that ehre is no solution. I don't know. IO'd really have to think about that.

RC: What kinds of things do you do when you sit down to write. What you get an assignment, what do you do?

C: In my speech class in high school, there was an acquaintance of mine wyho wrote about something she knew because it affected her family. She had a sister who had either cerebral palsy or epilepsy. Ican't remember which. And she wrote about something that she knew. I think I'd write about something that affected me. Personally. Drugs, yes, but on the other hadn. It affects my money situation, but it doesn't affect me personally. And neither does teenage pregnancy or anorexia or anything like that. Nothing like that. It's all good material, but it doesn't phase me. I'd pick something that I had somehting to do with.

RC: Is there anything you would do writing under time? Have you had to write under timed circumastances much?

C: No

RC: If you had to again, is there anything you know now a]bout planning or organizing that you think would help you?

C: Of course. I guess, don't sit and wait. Think of your topic immediately. All the thinkgs that were always taught to do. don't procrastinate. That's my biggest problem. Know your topic well. I wouldn't choose something that would require a lot of thought. Just running off into no place. Write complete sentences that mean something. That's about it.

Interview #2

Interviewer (I): You said you haven't written much in the last two years?

C_______ (C): I had a class last quarter that, it was just a marketing class, I don't know, and we wrote two papers in there, but it wasn't anything that was...

I: Much writing?

C: Right.

I: Okay, why don't you just look through your transcript then and recall the courses that you've taken and just think, any kind of writing that you did, if it was just like one-page responses or summaries or journals, or anything. Just tell me the class and what the writing was that you did in there.

C: Okay, I had an English 112, and English 113. No, it was English 112. We wrote a paper on, um, oh boy!

I: Long time ago, huh?

C: It had something to do with...gracious, I know what my paper was about. I was writing a biblical story; that's what mine was about. I can't even think of what he called it. It was a real short term paper.

I: Do you remember who you had? I mean, sometimes I know the assignments just because we work with them.

C: Houghting?

I: Houghting?

C: Yeah.

I: Now that was 112 and you did one major paper in there you said? Did you do a lot of papers?

C: No, we did three of them. And the other two of them I can't even remember what I wrote on. I think I just wrote on something that was insignificant. I don't even remember what it was. Nothing important.

I: What did you do in 113? Do you remember?

C: In 113 I wrote a paper. I think it was on Shakespeare's Hamlet and I think it was for some kind of extra credit. That one turned out pretty well. I think it was a paper.

I: Did you do a research paper in 113?

C: Uh...yeah, I think we did. I don't even recall what it was. I'm telling you I'm not very helpful today because I don't know anything about what I was doing.

I: Well, that was a long time ago.

C: I had a literature class, American Popular, and in that one we read books and we wrote, uh, we had one class, it was a very large paper and we wrote on gothic, I think it was western and something else. I know that there was one that I read, it was a detective, it had to do with, uh...

I: You did detective, you did western and you did gothic. Did you have papers for each of the genres? Essay tests?

C: Yeah, we did essay tests, I think. Boy I don't know. I think I had English, DP, um, there was a communications class--what did we have? Let me think. They were just letters.

I: Did you remember anything from other classes?

C: I don't ...

I: In your marketing classes, did you do any writing assignments at all?

C: The only writing assignment that we did inside marketing was the two research papers that were about two to three pages long. It wasn't anything large.

I: What were the assignments? Do you remember? Were they just general that the instructors wanted you to just go find out something on marketing or were they something more specific that you had to look up?

C: It wasn't any library work, if that's what you're talking about. It was just material either from our book or from an article we had read.

I: Summarizing the article? Or responding?

C: Right. Something like that. The instructor gave us some specific statements that we had to be sure that we elaborated on inside of our papers so...other than that, I didn't do a whole lot of writing in my OA classes.

I: Well, it's possible that, yes, that's right, the Office Administration classes...now, some of those have a lot of grammer in them, don't they? Where you do drill work?

C: Yeah. Well, quarter before last quarter...

I: I know you were working with Carol last term.

C: Yeah. The class I had was a shorthand class and it was--we did a lot of writing in there. And yes, our punctuation had to be...

I: I see you've got a lot of shorthand classes. Is that pretty much just transcribing things that are read to you?

C: Yes. Now, I had business communications, but that was about the same thing. It was just writing letters and responding to letters.

I: Was it a kind of format where you had to pretty much spit back the same kind of memo each time?

C: Yeah, that's it.

I: Let's see. Yes, I can see that by the classes that you were taking that you didn't have a lot of writing. Because you've got fundamentals of algebra, typewriting, shorthand. What about public speaking? Did you have to write speeches or anything like that?

C: Yeah, as a matter of fact, I did. I had two classes. One of them, I know, was just a speech class; I don't think there was a prerequisite for the speech class I had. Um, the public speech class I had we did a lot of, um, speeches.

I: You mean like impromptu speeches? Or did you have to write them ahead of time?

C: Well, we had two impromptu and I think it was two that were prepared. Two or three. No, three that were prepared. I remember talking on one of the about bulimia or something like that--the proverbial "everybody does it."

I: How did you do on the written things? Did you do okay?

C: I did fairly well out of the class. I think got something like a C+ or B- out of the class. It wasn't the greatest, but it wasn't too bad either.

I: Well, you had a B- in the one, Fundamentals of Public Speaking, Speech 121 and then Business Communications, now was that the one where you were writing memos and things and letters?

C: Yeah, that class I think I got a C. I don't think I did too well. I didn't like that class too much.

I: Well, you've done well in your literature classes. Well, you took a short story, I know this is a long time ago. This is back to 86-87. Do you remember if you did any writing in there? Did you have to do a paper on a short story?

C: I remember us um, short story...

I: That's three years ago.

C: I do believe, I think I remember having wrote a paper on

Frankenstein, I think. I'm not positive. Um, we did something on Frankenstein. We either talked about it or wrote about it.

I: Okay. Well, let's go on and ask you some of the other questions. We've got kind of an idea what you've done in your other classes. A lot of these questions we've already kind of covered--what courses required writing? Not very many of the ones you were taking. Office administration doesn't require much and you were taking a lot of math and things. In the courses where you did writing, how much direction were you given on writing assignments?

C: Um, we were given, I should say, I was given not a whole lot, but enough to glean the idea of what I needed to do.

I: Did you get much more than, you know, this should be on such and such a topic and so many pages?

C: Yeah, see that's what I'm talking about. We got like uh, how to lay out our format, course no spelling errors, cut down on punctuation errors, things like that, but we also had an idea, like I said, about the marketing. He told us like a statement or something we elaborated on, you know, we had to tell a little bit of what the statement meant or something like that. Um, let's see, in my English classes, my instructor told me how he pretty much wanted the paper done, so to speak. Like um, how much to write about or just the specifics, and not always a whole bunch of ramblings. I don't know how to describe it, because it's, I don't know...

I: Did you do, let's say like when you were in your 112 or 113, did you do kind of the modes exercises where you'd have to do let's say comparison and contrast essay and might have to do a definition or narrative or anything like that?

C: Well, no. I don't recall doing it. We probably did.

I: What did you do in 111? Do you remember what you did in 111?

C: Oh yeah, I um, I had... we did punctuation all the way. Nothing else.

I: Did you write anything--or nothing. Just punctuation drills?

C: Yeah, we did one paper. No, I think two papers, I don't even... I think I got like an A- on the paper, but I don't know what I wrote, I don't remember. It's just something that, I think he just said, "write this paper" but he was looking at our punctuation and our spelling so we didn't have any format really to use or go by. You know, he didn't lay out and say do this, this and this. He just was looking at how we used our vocabulary.

I: The punctuation drills that you had been working on?

C: Right.

I: Do you remeber, did you have the same person for 111 and 112?

C: No, I had Elliot Smith...

I: For 111?

C: For 111.

I: And then for 112 you had Houting and you wrote a paper on the Bible. Do you remember anything else? Did you read a lot in that class, or what were you doing in there?

C: Well, we did three papers and two of the papers were um, I know the very last one, I can remember that one because it was the last one and it was the longest. That was the biblical one. The two before it, yes! As a matter of fact, I think one was a comparison and a contrast. Yeah, that's right. I don't know what I wrote on.

I: Do you remember any of the kind of feedback you got or the direction...whether you were being told you were a pretty good writer or what things you needed to worry about?

C: Oh, no one told me that.

I: What kinds of things did you need to work on, do you remember? Did you have trouble, say, with sentence structure or punctuation or did you get that all taken care of in 111?

C: No, no. My sentence structure is still bad. As a matter of fact, I have a paper inside my pocket right now and I use "too" two times and you just don't do that. I used "t-o-o" with "t-o", so I know that right there, um I think, I think he pretty much told me about, I have a great big problem with sentences not ending with, I don't know, the proper...

I: Prepositions?

C: I mean they either hang or dangle.

I: Oh, like dangling modifiers?

C: Something like that. I have a real big problem with that. And run-ons. So I probably had that problem back then, too.

I: And what do you remember about 113?

C: 113. Oh, I remember I spelled Hamlet wrong through the whole paper.

I: (Laugh) It must have made a big impression.

C: He was very mad. The instructor I had was very mad cause the whole class did the same thing. Nobody looked his name up.

I: Had you had to read Hamelt? Was that it or you saw the movie or something?

C: No, we read it. We read the play and then we wrote a paper.

I: Who did you say you had for 113? Do you remember?

C: Oh, it was a tall, kind of distinguished-looking fellow, um, white hair. Very nice, but I don't know what his name was. I can't remember. I don't think he...I think he had a permanent hump on his back, so he looked kinda like bowed. Not really bad, it was his shoulders.

I: I wonder who he is. Okay, well, that's pretty good. Do you think that what you did in freshman writing prepared you for the writing you had to do afterwards in your sophmore, junior, and senior years?

C: Yeah. But then, I can tell you right now inside my shorthand classes, it didn't. All that preparation I had, I see that it didn't reflect inside that shorthand class at all. Because I flunked it the first time and I took it again last quarter, and I think I got a C, yeah, so it wasn't that good.

I: Now is that the one that you were working on with Carol?

C: Carol, yes.

I: What was it you were having the trouble with on that? Is it identifying errors?

C: Well, not exactly. I don't even know how to explain the problem because it wasn't a large problem. Carol picked it up and, um, my instructor picked it up. It's a problem with run-on sentences, like I said, um, commas.

I: Now, in the shorthand class was the instructor reading you something and you had to do it in shorthand?

C: Right.

I: And you weren't punctuating it correctly? Is that it?

C: Right. That kind of thing.

I: Because I know Carol had said that when you did the stuff here you were doing it and you seemed to really understand it and not have any trouble and then you were having problems. . .

C: That's the thing. I don't understand, I didn't understand the problem either, but I know that the class, the 111 class that was supposed to prepare me for punctuation and such things like that, vocabularly; it didn't really help.

I: It didn't help you in there?

C: It didn't do very much for me.

I: What do you think your strengths are as a writer?

C: Oh, I have none. No.

I: You must have some.

C: At this point I can identify my bad language and bad usage of uh. . .

I: You mean word choice or the form of the word?

C: No, no, no. I'm talking about punctuation. I can look at something now and notice where maybe a semicolon goes or a period, you know, it's not so. . . whereas before I. . .

I: You just didn't know what you were looking for?

C: I kinda threw it down there. So I think I've gotten much better than I was. Not extremely good, but it's much better. I can see where I'm lacking.

I: Okay, what do you think, then, is your greatest weakness?

C: That I'm not one of the better writers.

I: What do you think keeps you distinguished from the better writers? What do they do that you're not doing?

C: They're almost excellent. I'm serious.

I: In what way? In what they say, or the way they organize it? Or the format, or the punctuation.

C: How they use it.

I: How they use language?

C: How they use not only the language but the punctuation. You know, how they can set something up, whereas, I can look at a form and think and just look it over and look and look and I've done this. I've wrote a paper and looked at it over and over, whereas someone else--you know, I've had instructors and she can just look at it and pick up about ten errors just like that. You know, I think that I've got myself all straightened out, all pressed out, there's no problem, you know, and here's a comma that was omitted. Because an "and" was omitted or something, you're supposed to put a comma there. I can't pick that kind of thing up still. Well, I can do it, but it's not as good as another person.

I: Doesn't come as naturally?

C: Right.

I: What do you think are the most important things you learned about writing in 111, 112 and 113?

C: Oh...how to start an introduction, to explain and elaborate on that introduction and to summarize and conclude it and to pull it all together. I never wrote a term paper in high school, so coming here and in 111 and 113 and. . .

I: What did you do in your English classes in high school? Did you do literature?

C: Inside my twelfth grade year of high school we did grammar and grammar and grammar. Well, I did write a term paper once. And I got a real good grade on it, as I recall. But, it's different here than it is there because I don't think that when I was in high school, I don't think they looked at certain things as all that prevalent as we do here.

I: Like anything in particular? Something you could put your finger on?

C: Yes, something like, I wanna call them apposition or something.

I: Prepositions?

C: No, oh shoot, I'm sorry. . .

I: Appositives?

C: Yeah. I mean there's so many things there, you know, like you said, appositives?

I: Or apostrophe?

C: What is it called? Appositives. I don't know, my instructor, she always said it had something to do with an ape or monkey or something. Um, I think it's an apposition where you put a comma before and after, you know, a clause that didn't really belong there. Preposition, I don't know, parenthetical.

I: Oh, okay, yeah. Right.

C: And it wasn't like we just wrote and you had tests, but it wasn't like anything as extreme as here. So, I don't know, my English classes in high school were very good.

I: Well, English classes can cover a wide range of things, you know. Literature and speech as well as grammar and writing. I mean, there's a lot of ground to cover in that and that's why a lot of people come and feel kind of unprepared for what they're thrown into when they get here.

C: I was just--talking about unprepared--I didn't, I mean, in my 111, I did't know half of the things about what my instructor was talking about. I have never seem them. It was just the idea of looking at . . . um, I mean he was coming at just ten different kinds of, you know, uses of what is it, not vocabularly, but commas and, you know, things like that. I've never even seen them. Yeah, you know, you put a comma after someone's name or you put a colon after this or, you know, but it was never anything like this. And like I say, a dang...I still have a problem with identifying a dangling modifier and a run-on sentence. To me, they look almost the same. But evidently there's something more to it.

I: Okay. What kind of things do you think a writer should think about when writing? If you want, if it's easier, break it down into before you write, while you write and revise, if it's easier to think of it that way.

C: I think a writer should first of all identify who he's writing to and what he wants who he's writing to to know. And why he's . . . in the body part, he needs to elaborate on what his introduction is. Just expand it to, you know, ten different people will have a different idea, they probably all can glean the same idea from what he's written. And not that it would happen but at least they would have an idea. They all have the same, pretty much . . .

I: Where do you think you learned that paying attention to audience is real important? Did you learn that in the freshman classes or did you learn that in the business classes or did you just pick it up being a writer?

C: No, I think I learned that from my speech classes. Because in my speech, I remember listening to a tape and uh, one of my instructors, she had it going so fast and as an audience you want to know why, I mean as an audience myself, I want to know why somebody is talking about something. But then, you don't always, you know, you can talk to several other people and they all can, I mean, I can sit and talk in class now and the instructor can be babbling. Like my stats class, I did so bad, so now I've taken the class over. And the guy talks, talks, talks, so if I bet if I'd asked another person what he talked about, he probably would have the same, maybe the same idea of what the instructor talked about. It would probably be nothing. I mean it would probably be something that was just pulled out of the air, but I probably would say "you're on the same wave length."

My English class, yeah, I did learn it there just a little bit.

I: But mostly in speech is where you picked that up?

C: Yeah. In English class I never had to stand up in front of an audience.

I: When you wrote in English, did you feel like you were writing to an audience?

C: No, I think I write different to an audience than I do to one person.

I: So when you wrote your papaers in English, did you feel like you were writing to the teacher?

C: Yeah, pretty much. It was just something that, I didn't just throw it together--don't get me wrong. I put thought into it and I put consideration into it.

I: But you felt like you were writing for that one person to read?

C: Yeah. I wasn't so conscious of putting this in because, you know, you have so many people here that you don't want them to be offended.

I: Well, let's get back to that question about what should a writer think about when writing. So you need to think about audience. What about after you start writing--what do you think about while you write? Or after writing.

C: Maybe quality of writing. They should consider what they've said. I mean, just think about, I do that a little bit, when I take tests. You think about maybe the effect that you've seen on the audience that you've had. That's another concern. I don't know what a real writer would do.

I: Well, you're a real writer. Anybody who writes is a writer. Okay. How did 111, 112, and 113 make you feel about yourself as a writer?

C: Oh, 111 must made me feel crummy. It really did; it made me feel bad because I didn't know anything. Um, 112, this is going to sound really strange, but it was like on a scale thing. It went up with each class, bacause I felt, by the time of 113, I felt really good.

I: Did you feel like you knew what you were doing and you felt confident?

C: I felt better. I'm not gonna say I felt confident enough to sit down and write a 3,000 page book, but I felt better about knowing how to set a paper up and come up with an outline or rough draft, then put into it what I really want to say. That kind of thing. By the time I had my OA classes, my shorthad class, I felt crummy again. All that punctuation and stuff.

I: What do you think makes a good paper?

C: Hmmm. Besides interesting . . . um, spelling.

I: Okay.

C: Yeah, and punctuation. I don't know. I would say it is interesting if you've got good grammar skills.

I: Okay. Do you think that what makes a good paper differs from class to class?

C: Oh, definitely. Because like I said, in my marketing class, when I wrote my papers the guy was just looking for what I was saying. I don't think my punctuation; it wasn't so much punctuation. Yes, spelling was definitely a factor, but punctuation wasn't too much of anything. But when I got to my English classes, everything was a factor. You know, how I said it, what was being said, pretty much, how I used my grammar, word usage and such. Everything was a factor, so I definitely think that from class to class . . .

I: Okay, well that makes sense. Let's see. What advice would you give to someone just entering the freshman series starting out in 111? Work hard?

C: Yes, definitely. And try and understand as much as you possibly can. I mean, even though I worked härd in my English classes, I think I could have worked even harder to try and understand exactly and-- get help, definitely get help.

I: Did you know about the Writing Center back when you were a freshman?

C: When I was in 111, I didn't. I think about sometime in the latter part of the quarter I think I picked up on it, you know, that there was a writing course going on. And by 112, yes, I went to get some help and stuff. I don't think there's enough advertisement about this place. There are so many people that just don't know.

I: Okay. What advice would you give to the teachers of 111, 112 and 113?

C: Hmmm... don't be so hard. No, I'm not saying don't be so hard, you know don't give so much homework. I'm saying, because, for instance, when I had 111, the instructor I had, totally, he was enough to terrify anybody. He just . . . you just really didn't even want to sit down and talk to him one on one. And I think that you need that kind of help. You really do. You know, can you show me why this is . . . um, maybe even some instructors even discuss among themselves, I'm sure they do, they probably talk about, "what can I do to help this student?", or "do you have an idea," that kind of thing. And kind of give some suggestions to students, you know, we're gonna try this way for you to see if you can get though this or something like that.

I: To be more open so that you feel like you can approach the instructor?

C: That's right.

I: How would you feel if you were told in a class that you would have to write a paper which in turn would be the basis of your grade?

C: Oh, I'd be nervous. But I could do it.

I: Okay.

C: But I'd be really, really nervous. I'd probably be mad too.

I: And probably rightfully so.

C: When you have tests like that it's one thing, but then you have to write a paper, I mean, especially when you know you're not good in punctuation and etc., and you know you're not good at that stuff.

I: How well prepared do you feel to write on a job?

C: I feel I'm prepared. After the class I just got through last quarter, I feel I can do it.

I: Well that's good. This is kind of the same question as what advice would you give to the teachers of English, but how could we improve our writing program? Any suggestions?

C: No, besides more advertising, it's fine.

I: But I mean the 111, 112 113 sequence. For instance, what we've thought about doing was maybe moving 113 to the sophomore year, or adding a sophomore level course that was like writing in your professions. Anything else that you think . . . ?

C: No. The only thing that I really find wrong was that I've forgotten a lot of what I've done in 111 and I wish I had

111 now rather than at the freshman level.

I: From what you went into, it probably would have helped you later on.

C: It was so long ago that, yes, it's nice that you have it when you're a freshman, but because you're coming in and you know that you have to be prepared for all this other stuff, but it would be nice if they had it maybe in your senior year, first quarter or something. I don't know. Sophomore sounds good.

I: Okay.

Claire: Freshman Writing Sample

One of the main problems in my home town is drugs; marajana, speed and other like drugs. This problem may go on in several towns and cities, but one of the reasons that I am concerned about it is because I see so many children from the age twelve to seventeen mixed up with it while their parents don't even know about it.

But it's not only teens now, it is children from the ages of seven and up. Magazines such as "Times" or "New Week" may touch up on the making and growing of the drugs, but the disturbution of them has become so much worse the these children grow up to be drug dealers and drug users themselves.

How to stop it? You may ask, but there is no quick way to solve any problem, but with time and a little patience we may be able to lesten it. One way is to become more involved with a child or a group of children. Create some kind of recreational center for adults and children so they might be able to get involved with each other. Another way may be to show interest in the child to let him kow that drugs won't make him happy forever. There are also other ways for us to help children quit using drugs, but we must think of these ways together to at least lesten our problem.

The reason I consider most convincing for analyzing a solution to this problem is this. Fourteen year-old Sarah was an average (C or B-) student in school when her and her father moved to a small town where everyone knew everyone. After the first two days of school Sarah became restless about leaving her old friend and starting to get new ones, the last day of that first week Sharah's father noticed she was not looking well, but he just thought she probably just had to get used to her new surroundings. At the end of the fourth week of school he noticed a greater change in Sharah, she had lost weight and she had bruses under her eyes. That evening after he had noticed these changes in his daughter he decided he wanted to talk to her to find out the problem, when he asked her at the supper table what was wrong, she became evasive and then very quiet. After a week and a half later Sara was found in her room lying across the bed dead with a half a bottle of speeders found on the floor with a crumpled up note in the waste basket saying " I only wanted to have friends."

Claire: Rough Draft

In this paper I am to explain the purpose of a college education.

I do not know what a college insturctor's definition of a college educaion is, but my own I hope is similiar. A college education is the getting of more knowledge, understanding, maybe even a little wisdom. Education itself is the process of improving on one knowledge and skills, and I believe that that is what a college education is. It allows a person to build on what they know and improves skills that have been developed in the past. A college education gives an opportunity to someone who may not have had it before. It helps the old understand the past and the young improve the present and plan the future. But college is not for just the yound it for eveyone. Youg, middle eged and old. Education is foranyone old, middle aged and young.

From my own experiences, a college educaiton gave me the chance to to help myself, I am not the smartest person (far from it in fact), but I am capable of doing thing that before I could not do. For example, writing this paper I find that I had never considered what a college education was before and here I sit writing about something that I would not really give two hoots about. I college I think about subject that I neve considered before. I also undersetnd thing that I had only brushed aside before because I didn't understaand them.

I don't have statistics or anthing like that; but I know that a lot of people look a colledge as just something to get throught but, of course, it's more than that. College is like a test. You get an a "A" if you work at it or you get a "B" or below if you don't. A person goes to college if they want to improve, themself and their surroundings and understand what others are doing to improve themselves and their surroundings.

Claire: Final Draft

In this paper I am to explain the purpose of a college education.

I do not know what a college insturctor's definition of a college educaion is, but my own I hope is similiar. A college education is the getting of more knowledge, understanding, and a little wisdom. Education itself is the process of improving on one knowledge and skills, and I believe that that is what a college education is. It allows a person to build on what they know and improves skills that have been developed in the past. A college education gives an opportunity to someone who may not have had it before. It helps the old understand the past and the young improve the present and plan the future. But college is not for just the yound it for everyone. Youg, middle aged and old. Education is foranyone old, middle aged and young.

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APPENDIX E

Interview with Mike 3/8/89

Interviewer (I): Okay, this is what you wrote as a freshman. When you look at this now, as a senior, what's your initial reaction to it?

Mike (M): Disorganized.

I: Disorganized?

M: I should have outlined it a lot better. I see spots where I kept jumping back and saying stuff that I should have said in first paragraph you know, you lay out what you what you say, second paragraph, you know, major points, and take it from there, conclusion, just draw them all together.

I: Do you remember writing that at all? Do you remember anything at all about it? I know it was a long time ago.

M: I don't remember this. I remember the other paper.

I: The second one?

M: The ??? case.

I: Looking at that now with your wiser eyes, what do you like most about it? What do you think is good? What do you think shows promise?

M: That my writing skills started developing because basically when I come to college, your husband was really good for me. He was exactly what I needed because I really couldn't write when I come to college.

I: Did you have much in high school in terms of writing?

M: I did but basically they wanted to stick to that stuff about, "let's test if you know what an adverb is," "do you know what an adjective is," and I always did very bad on those tests.

I: Oh.

M: But when I started to have your husband and yourself then I seemed to write really well. I wrote a lot of papers, and I've earned two scholarships by writing so there must be something I'm doing right.

I: Tell me about your scholarships.

M: Both of them were through Lamda Alpha Epsilon which is my professional fraternity for criminal justice. The first one I received, I believe it was four hundred dollars. I took runner-up position in that one. It's a national.

I: And do you have to like write an essay on something to do with . . .

M: Right. The first one was twenty years of police development.

I: Oh, so it was like a research paper?

M: Well, that's what I thought it was and I just wrote on it, you know, what I thought how it's progressed, about my CJ classes, I knew the background on it already. So I just wrote the paper then, and it was a national--everybody in the whole nation--I got runner up so I real happy there. Then last year I got third place and won a hundred dollars. That was "Women in the police force." I didn't do too hot on that one, but I still got a hundred dollars, so I'm happy.

I: That's great. You should be proud of that. Okay, you said you didn't like the organization in there. Anything else? I'm mean is that what you like least? My question is, what do you like least about it?

M: Probably I would say that. But I don't think I get across . . . see now I know that I want to explain it in such detail that the person reading it knows what I'm talking about. This past weekend I was home and my brother wrote a paper for his physics, and I was tearing him apart on it, basically telling him what he needs to put in it so that people who just walk by and read it can understand exactly what he's saying. I guess he can use all the big terms and stuff like that, that's what I like to do at the college level but in the next sentence I'll explain it in a different way so that other people can relate to it so that . . . .

I: Okay. If you were to revise this where would you begin? What would you do?

M: I would start with the organization, like using Roman numerals, start listing and write down what's my main point here. So I'd expand on those topics quite a bit more, then I'd list it down, break it down into Roman numerals--say vandalism and talk about it and give an example of what happened. You know, a couple of teenagers, they're not bad students they're just not involved in sports or school or something and they're trying to kill time and what they did was broke a window in a guy's store or something like that. But I'd say a good example of that might be to make the kids clean it up and also work the store two weeks or something like that free of charge cleaning up or something. So they had a different area to go in--find out what interests teenagers around our town. You got to create ??? A lot of our students are in sports and I think I recommended sports in this paper. I think a lot of people ??? I think that's how I'd critique this paper.

I: So you'd reorganize it. You'd add in some specific examples. Anything else? How do you feel about the audience awareness? You were talking about audience.

M: Yeah. I don't feel that it gets across exactly what I want it to get across.

I: What do you think you wanted to get across? What do you think your purpose was?

M: That they definitely need something in the city to get the teenagers out of vandalism . . .

I: Out of trouble?

M: Well, it's not really trouble, I wouldn't say. It's not the bad stuff they get in.

I: Well, that's because you're in CJ that you have that feeling that it's not bad.

M: That's what happens around our town. You know they start cruising the pits and stuff like that. That doesn't hurt anybody.

I: Okay. Let's say you were in a situation today and you probably had to do this--I don't know--when you did your scholarship writing was that under observed conditions or did you just write it at home?

M: Yeah. I did myself at Christmas.

I: Do you ever have to do any sort of timed writing anymore where you had to sit down. . . .

M: No.

I: I was just going to say, let's say you went into a situation today and they said, okay, you've got an hour to write on this topic of a home town problem, how would you go about it? You wouldn't necessarily have to rewrite that particular paper; you could choose a new topic.

M: I guess I would troubleshoot or whatever, you know, get some ideas, lay them out in front of myself, list as many ideas as I could list and then pick and choose from there what I thought would be important and what I thought I could get across best. Timed writing for me is bad because I write a paper a week ahead of time from when it's due, put it down, and write or type it out into the computer and then a couple days later I hear somebody say a word that I'll say, that's the word I wanted in that sentence that'll make it flow a lot better. So I go back and change it. Timed writing I just feel like I can screw up more.

I: Okay. Let's go on to some of the other questions then. What types of writing did you do in your courses after freshman English?

M: I had a lot of management classes that I had to write for--personnel management and also like geography class I had to write for that.

I: Here's your transcript if you want to just look at some of the courses and maybe it will help you remember what ones you did writing in. What kind of writing did you say you did in the management classes?

M: Like personnel behavior--how it affects. . .

I: Papers, then, or . . .

M: A lot of one-page papers; he wanted us to keep it short and talk like how it could ??? How could it tie into just your lifestyle or somebody else . . . Geography class, I think, it was just writing about Michigan, some of the history of Michigan. Most of my papers like the one I got there on Supreme Court decisions . . .

I: Summary? Critiques?

M: Critique it so that the person who doesn't know a lot about the Supreme Court decisions and how to read those cases could understand some of them. Basically, when you read a book, you know, and I try to put it in this form, it helps.

I: And this thing with the facts, issues, holding and rationale--what's that for?

M: That's the critique that she gave us to follow.

I: Okay.

M: I also wrote a paper in the Supreme Court decision class. I had to write a case. . .

I: So you've been doing a lot of writing then.

M: Basically.

I: When you're assigned writing in those classes, were you given a lot of direction for what was wanted?

M: No. Most of the classes were like, for an example, here we got DP202, I think it was. That was microcomputers and he said just pick something on microcomputers that's up and coming, and write about it. So you'd have to go and research them. So basically you pick a topic that's a recent or current and go and look it up and then expand on what you thought was important on it.

I: Okay when you did it for research like that, did you have to follow any particular documentation?

M: No, basically we were given a lot of leeway.

I: Okay. Let's see. How was your writing evaluated? I mean, in terms of . . . when it came back what kinds of things did the teacher comment on? Or were there comments, or was it just a grade?

M: Yeah. It was mostly a grade but a lot of times they were seeing if you got the main point of like what it is. And once in a while I'd run into a teacher that was grammatically--you know, trying to get to you but I didn't have any problems.

I: I wouldn't think you would have. Do you think that the feedback that you got on papers in your non-English courses differed from the feedback you got in your English courses? Were your English teachers looking at your papers differently?

M: Yes. I would say so. They were looking for you to structure your paper so that it could go right down the list, like I said, your main topic followed by your lesser topics and the summarization at the end. A lot of people they could read a whole paper, read twenty pages or something like that and get to the final paragraph and start reading that and say--oh, yeah I remember reading about that before--stuff like that sorta like just studying and just remembering, summaries and such. The teachers, I would say, like for DP classes, they are just looking for content. They didn't care if you followed it up. Their critique of it was, did you get the main topic that I wanted to get across to you. So they weren't interested really in how well you wrote but what you wrote.

I: Okay. That seems to be consistent with what we've heard from other students. Do you think that your freshman writing prepared you for the writing you had to do in these kind of courses?

M: Yes.

I: So . . .

M: That was the best thing for me to do--I did bad on my ACT scores in English. It was the best thing for me. I didn't think it was at the time.

I: It is true, we looked over your record in terms of choosing from the seven hundred students and it is odd. You are an odd character in here in that your ACT was, I think, like an eleven or twelve or something. It was real low, but you've got practically a 4.0 over your three-year grade point. Do you remember taking your ACT? Did you feel when you took it that you didn't do well, that you weren't a good test taker?

M: Yeah. Those tests, I still take those test badly. That's why right now when I'm taking police tests, I take as many tests as I can take cause I figure the more tests I take the better I'll get at taking tests.

I: Well, you must have gotten better if you got a 100 on the state police exam.

M: Yeah. That's true--or I got more serious about it.

I: Okay. So you think that the freshman writing program prepared you for the kind of writing you were exposed to later. Do you think that the freshman writing program challenged you?

M: Yeah. I would say so. Because I would go home, you know, say we had a ten-week quarter and we had a paper due every two weeks. I'd start writing probably the first week when most people would blow it off until the night before. I'd blow it off for a couple days and then I'd start writing it and I'd go back and revise it and go back revise it. I'd revise a paper probably four times, till I got it right.

I: What do you think your strengths are as a writer?

M: I can relate to a person that's not as well educated as myself. I can lay it out pretty good. I think I could teach other people a in one-on-one situation a lot better than other people. For example, we went skiing last weekend and we had guy, this big guy, a football player. The guys tried to teach him how to ski and he just couldn't get it and he'd just go down like straight and just fly, you know, he's so heavy. But then he was getting down and he was going to quit and I'd said well, let's go up and do it. I showed him--I went down like twenty yards and I showed him that's what you want to do and told him exactly how to cut back in middle and stuff like that and he went down the run real calm. The first time he'd made it down without falling. I can lay it out for other people. I can see where I made mistakes.

I: Okay. You think that was your strength back as a freshman or what do you think your strength was then?

M: Persistence in writing and also I would say, I could lay it out. When I started, I couldn't lay out my plan for the paper, but then after I went along I could and I realize basically all my papers started out the same way and they kinda wound up the same way and I realize that not good.

I: Did you get away from that?

M: In some sense because then I went on in school, and I saw different ways to write it--so much reading I'd have to do.

I: You know in just thinking about the people that you had, it wasn't necessarily that you were really taught a formula in a way but that it was just kind of the questions that we asked for topics kinda generates that?

M: Yeah. The big thing that I learned probably was not to leave your audience hanging. You state something, you have to explain it to the fullest. I don't know, I guess that's how I feel that I can relate to people.

I: Now did you have John for 111 and 112.

M: No.

I: Okay. What do you think are the most important things you learned about writing in 111 and 112--and 113?

M: Structure of my paper, I would say. The first paper I wrote I was shocked. I got a B+. I was real happy--I guess I thought I wouldn't do that well. I went in and talked to him to see how I could improve it, and he showed me places where I'd just leave the audience hanging and different words that I could put in place, you know, use the thesauras and dictionary. It's there and I finally realized how to do that. And I think that's what helped me a lot writing papers for scholarships.

I: It also strikes me that you talk a lot about development. Do you feel like you learned a lot about that?

M: I just told my CJ prof when I got cleared for graduation and he said what English did you take? Who did you take? Would you recommend him? I said yeah. I learned more in thirty weeks of school than I did twelve years in school.

I: Well, it was just funny hearing you talk about when you were going through your first paper there talking about adding in those specific examples be cause I know he really stresses the development so much. We see that just talking to people about what course they were in, they're kinda feeding back what their instructor taught them. What kind of things should a writer think about when writing? And you can split that up if you want--before writing, during writing, and after writing.

M: Okay. I can't remember the specific title . . .

I: Prewriting?

M: Could be that. I call it troubleshooting or whatever. I put down all my ideas that I can think of and lay it out on paper, everything that I can think of and I pick and choose from there what I think would be the best.

I: Okay, when you choose a topic are you thinking more about what interests you at that point, or are you thinking about your audience?

M: What I think I can get across to them the best, what I do the most research on and when I get done writing my paper that they understand as much as I understand about it. That's what I'm trying to do. And then I probably, after I get done troubleshooting, I would say I write my real rough draft--really rough. I mean chicken scratches and only I can read it. And then I go back and add here and there, think of different words or different sentence structures that I can put in. And then if I see a paragraph down here where all of a sudden I jump back up here and refer to that I can take that sentence and move it back up here.

I: Have you found that using the word processor has made your writing come easier, at least the revising?

M: The revising, final revising, I'd say. I just keep going back and back and my rough draft gets really sloppy. I've got arrows and stars and letter "A"--see letter "A" and that's on a different page type deal. But then when I write it on a word processor, it's all laid out and I can read that over.

I: So you do most of your composing on paper and then go to the computer last?

M: Right, when I think that I've got a final rough draft.

I: Well, from what you say about moving stuff around, it sounds like you'd be better off doing it on the computer.

M: Probably would, but I don't type very fast.

I: Oh, okay.

M: I type, you know, 35 words.

I: Okay, before during and after--that's pretty much all your stages. How did English 111 and 112 and 113 make you feel about yourself as a writer?

M: A lot more confident. I didn't feel that everybody was critiquing my writing. Like when I was in high school, you know, I was worried if there was a comma here or comma there and then I realized that a lot of people don't know where commas go. I'm not for sure where they go but at least I know "and, but, so, or, for, not, yet."

I: All right! Success.

M: If you put them there you'll be most of the time right.

I: Most of the time.

M: And never use the comma after "because" in the middle of the sentence. I've got a couple.

I: What makes a good paper?

M: Content and relating to your audience.

I: Okay. Does what makes a good paper differ from class to class?

M: Yes.

I: How?

M: Because in my CJ class they're not looking for sentence structure or audience awareness. They want to know the facts. As you can see by one of my papers right there, you go straight to it. You don't beat around the bush or put in the BS or whatever you want to call it. And other classes they say write a two-page paper and you can write what you have to write in a half a page and just BS the rest, basically. I would say it differs.

I: Okay. What advice would you give to someone just entering the freshman sequence?

M: I think they're going to have to do what works for them.

I: Be more specific.

M: Well, for me I had to go in and talk to John and yourself and come to the Writing Lab for help sometimes. But I'd have three or four people read my papers and give me feedback, and I'd use a little bit here and little be there from their suggestions.

I: So you'd tell them to get all the feedback they can?

M: Right. And I would say write your paper as many times as you can. I was revising up until the time I handed it in.

I: What advice would you give to teachers of English 111, 112 and 113?

M: I wouldn't . . .

I: And you don't necessarily have to think, not just tell them from your own experience but from what you hear from your friends and their experience and what you know about the freshman program.

M Okay. You might be offended by this. I would say teachers in a general sense, in English, those levels, should be more concerned with teaching someone how to write, not for sentence structure. They shouldn't be worried about having a set syllabus and we gotta get this done by this such and such a date and have a little bit of flexibility. I know that teachers want to push everybody and don't want their class to be a blow off, but there are times when you have to consider . . . I've seen a lot of students who are . . .

I: So you think they should go slower? Is that what you're saying?

M: I would say wait and see how the class goes. You know, a wait and see type deal. I have had a lot of people in classes who think it's a total blow off and they don't care if they've got two weeks to write a paper or a night to write a paper, they're going to do it the night before. And other people got a lot of stuff going on and they want to do well but they can't because the time pressure is there.

I: So maybe also what you're saying is that the teachers in English 11, 112 and 113 shouldn't think that the English class is the only class going?

M: Basically.

I: That you've got all that time to spend on writing.

M: Right, but as far as like drilling on sentence structure, I would think that was probably the most important thing I learned.

I: Now did you do a lot of drills on sentence structure?

M: I wouldn't say sentence structure, but the papers I wrote they were broken down into sentence structure as . . .

I: Learning how to proofread for them you mean?

M: Right, and using different words, how to get it across and basically . . .

I: What kind of errors did you used have in your papers, like in 111? What did you have to learn to proofread for?

M: I would say to relate in a better way. I said the sentence but it was a little bit confusing. For example, say in the middle of the sentence I said "because." Instead of doing that I could have put "Because" in the front of the sentence, "because John did this, this happened." It sounds a lot better and it was a lot clearer and you understood who did what.

I: But you didn't have a lot of proofreading problems with fragments and comma splices and run-ons and things like that.

M: Not myself. I saw some other students who did. My problem was spelling, clear understanding.

I: Just really fine tuning the style?

M: Yeah.

I: How would you feel if you were told in class that you would have to write a paper which in turn would be the basis of your grade?

M: That's what I'm told all the time. It doesn't bother me at all.

I: How could we improve we the writing program--the freshman sequence? Or you could even think about, you know, you had to take the English 321 for CJs.

M: I like the idea that when I first started out that Mr. Cullen made us write a lot of papers, I mean, I wouldn't say a lot but, you know, kept us busy all the time writing essays and that helps. For me that worked; for other people, they need to go to the other English 111s that have spelling and vocab words all the time. For me that would have been the same thing as going to high school, and I would not have learned how to write a paragraph.

I: Now you don't see that there's a problem with the inconsistency that some classes have more writing than others?

M: Right, cause I think different people need different things and they're just gonna have to sit down and like the lab class and whatever and just work right in the book.

I: See if they can figure out what is what?

M: I would say this lab class writes papers and this lab class focuses on vocab words and spelling and depends what they want to develop.

I: How well prepared are you to write on the job?

M: Pretty well. I feel pretty confident.

I: I was reading your report there. What will you be writing besides police reports?

M: Maybe papers for the judges if they'll issue a warrent, preliminary examinations or pre-sentence investigations.

I: Have you had to try and write those reports? Did you ever have to do anything like that?

M: No, I've never done that before, but it's going to be along the same sense. You're going to have to consider who you're writing to, which for me is going to be people in the police field police-related, so they not going to care if you write some BS line in there, they just want the facts.

M: I know you heard about the Writing Center so I don't have to ask you that question.

Mike: Freshman Writing Sample

I would like to bring a problem to the attention of the city council. The problem I am concerned with is that, there is not a recreation area for teenagers in the city of Corunna. This type of recreation area would be of great interest to the businesses of Corunna because, it would give the teenagers a place to go to keep them from loitering, vandilism, and things that bother businesses.

The businesses of Corunna in the past five weeks have complained about two major topics, vandilism and loitering. I feel that the reason vandilism is occuring is because, the teenagers do not have a place to go. They wander around the city and complain about how boring the city is. Then the teenagers start thinking of things to do to make it more interesting. The ideas that they have are of desruction or vandalism I feel that they get these ideas because, they feel rejected because they do not have a place that they can go to.

The reason the businesses are complaining about loitering is that, teenagers turn away a lot of other adults. These adults will not go to certain businesses for fear of being harassed by teenagers. The businesses feel that the teenagers drive about 15% of their business away by loitering. Again I feel that if these teenagers had a place they cold go to and call it their own, the businesses would not have the problem of loitering.

I have one main suggestion to the council that would clear up the businesses problems. My suggestion is that, the city of Corunna build a recreation area for teenagers. This building would include basketball courts, weights, and various amounts of sports equipment on one side of the building. On the other side, there would be a place where dances would be held every other Saturday night. At these dances a small admissions's charge would pay for the D.J. with some money left over. After teenagers found out about this place they would come from everywhere such as: Owosso, Ovid Elsie, and Durand just to name a few. The place would be a success to everyone. The businesses would be happy because, there would be no more loitering or vandilism. The teenagers would be happy because, they have a place to go. The city of Corunna would be happy because, it would be recieving money from the dances to pay for the electric bill.

In conclusion I would like to say that the recreation area would be of great interest to everyone in Corunna.

Mike: Rough Draft #1

1-PREPARE FOR LIFE EXPERIENCES
2-JOB
3-INTERACTIN W/ VARIOUS PEOPLE
4-BEING EXPOSED TO NUMEROUS CLASSES, IDEAS, OPINIONS, VIEWS

I. LIFE
   A. CHALLENGE
   B. KNOW WHERE TO FIND INFORMAITON
   C. PRESENTS DIFFICULTIES TO BE OVER COME
   D. ALSO TO BE WELL LEARNED.
      1. EDUCATED IN HST, ENG, MATH, AND SCIENCES (COMPUTERS)

II. JOB
   A. EARN B.S.; BA
   B. BECOME A RESPONSIBLE CITIZEN
   C. EARN A DECENT INCOME, SO THAT YOU AREN'T WORRIED ABOUT WHERE THE NEXT MEAL COMES FROM.

III. INTERACT
   A. EXPOSED TO A WIDE VARIETY OF PEOPLE
      1. UPPER
      2. MIDDLE
      3. LOWER
   B. PEOPLE FROM DIFFERENT AREAS OF THE COUNTRY
      1. SPAIN
      2. BRAZIL
      3. JAPAN
   C. GET DIFFERENT CULTURES

IV. DIFFERENTS STUFF.
   A. IDEAS
      1. TO THINK ABOUT
      2. TO STUDY
      3. MAKE SUGGESTIONS
   B. OPINIONS/VIEWS
      1. GET VARIETY, AND PICK AND CHOOSE WHAT IS RIGHT FOR YOU.
      2. STATE YOUR VIEW
         a. MIX AND MATCH WHAT WORKS FOR YOU.
   C. CLASSES
      1. SHOWS YOU THERE ARE NUMEROUS FILEDS OUT THERE.
      2. EXPOSE YOU TO THEM AND MAY CHANGE YOUR MIND AS TO WHAT YOU WOULD LIKE TO DO.

The purposes of a college education are composed of numerous avenues. A college education provides a person w/ the skills to prepare him/her for life experiences, a better chance for being employed in a job that provides for. earning a good income, interacting w/ various people, and being exposed to a number of differeing ideas, opinions, views, and classes that can show a person the realm of possible career choices. The college education is based on the idea of preparing a person for the future.

Most people think that the reason to get a college education is so that they can "get a good job", but really the main objective is to prepare a person for future life experiences. A college educ. challenges a person so that he/she will have to overcome several diversities. Throughout a person's life, he/she will be faced w/ numerous problems that will have to overcome. At collee students are challenged by havving to take tests, write papers, and answer questions. The person doesn't need to rely on any other person for finding information, he/she can find this information by themself and be self sufficient. Other people will respect a person who can handle themself and provide information to others. A last, but important objective of a college educ., is to equip a person w/ an education so that he/she will be well learned. The major topics usually taugh/t include HST, English, math and science. A person who has retained knowledge learned in these areas is better prepared to handle problems, challenges, and difficulties that may be encountered in the future.

A college education can also equip a person w/ a better chance of being employed in a job that will provide a good income. Today, most jobs that do pay wel require at least a bacelor degree to just being considered for being hired. In order to qualify for these jobs, a person must obtain a college education. Even after a person is hired they are continually being provided w/ more education. Education seems to be the key to success in today's society. Another aspect of an education is that it prepares a person to be a responsible member of society, and not a hindrance. He/she learns to be responsible for his/her actions, and to take care of problems as they arise. A last benefit is that a person who earns a degree also earns prestige. LNo matter what happens to an individual, they will alseys have that degree and nobody can ever take that away from the person.

Interaction w/other people is also included w/in an education. A major benefit provided by a college education but which is not considered as imporant, is the social interaction w/ a variety of people. At college a person is not only exposed to the upper, middle, and lower classes, but also people of different nationalities, cultures and customs. By interacting w/ all of these different people, a person learns how to socialize w/ others. While learning the socialization process, he/she will also be presented w/ differing views, customs, cultures and ideas. As a result, he/she will become more educated w/o having to be taught by a professor. This benefit is important throguhout a person's life, but most people do no realise its importance.

A last objective of a college educ. is to provide a person w/ as many varying views, opinions, and ideas as possible. This allows a person tothink about the ideas presented, and compare them w/ their own. aaAs a result, the person soon realizes that his/her own view is not always the correct one, and that others have aome very good suggestions and ideas.By lsitening to these other people, a person will be more informed and have a more intelligent idea of what is happening. Classes at college also vary in comlexity, objectives, and views. A person presented w/ as many of these classes as possbile is exposed to numerous different fields of possible employment. Many students attending college decide that what they had first chosen to do and what they later think they want to do are different.

It has been estimated that over have the students a college change their curiculum at least once.

A college education provides a person w/ numerous skills to be used in his/her profession, but also prepare him/her for real life challenges. By earning an educ. a person can open a realm or possible avenues for employment, as well as giving heim/her the confidence to take on what challenges life can present. Also a person will interact w/ a variety of different people, and can learn how to socialize and get along w/ others. A college education prepares a person for future life experiences and is something that once is learned will be used for the person's entire life.

Mike: Draft #2

The purposes of a college education are composed of numerous avenues. A college education provides a person with the skills to prepare him or her for life experiences, a better chance for being employd in a job that provides for earning a good income, interacting with various people, and being exposed to a number of differing ideas, opinions, views and classes that can show a person the realm of possible career choices.
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Most people think that the reason to get a college education is so that they can "get a good job" but in reality the main objective is to prepare a person for future life experiences. A college education challenges a person so that he or she will have to overcome several diversities. Throughout a person's life, he or she will be faced with numerous problems that will have to be overcome. At college students are challenged by having to take tests, write papers, and answer questions. This presents them with problems that must be completed to earn their grade in that particular class. In this sense they are presented with a problem, conquer ti, and benefit by knowing that they can successfully handlw problems. A college education also provides a person with the knowledge of being able to find information for answers to questions. Tis type of person doesn't need to rely on aybody else for finding information; he or she can find this information by themself and be self sufficient. Other people will respect a person who can handle themself, and provide information to others. A last, but important objective of a college education for preparing for life's experiences, is to equip a person with an education so that he or she will be well learned. The major topics usually taught include history, English, mathematics, and science. A person who has retained knowledge learned in these areas is better prepared to handle problems, challenges and difficulties that may be encountered in the future whether it be in his or her employment or in life survival.

A college education cal also equip a person with a better chance of being employed in a job that will provide a good income. Today, most jobs that do pay will require at least a beckelor degree just to be considered for employment. In order to qualify for these jobs, a person must obtain a college education. Even after a person is hired, they are continually being provided with more education. Education seems to be the key to success in today's society. Another aspect of an education is that it prepares a person to be rewponsbile member of society, and not a hindrance. He or she learns to be responsible for his or her actions, and to take care of problems as they arise. Another benefit is that a person who earns a degree also earns prestige and respect. No matter what happens to an individual throug his or her life, he or she will always have that degree and nobody can ever take that away from heim or her.

Interaction with other people is also included within an education. A major benefit provided by a college education, but which is not considered as important as others, is the social interaction with a variety of people. At college a person is not only expsed to the upper, middle, and lower classes, but also people of different nationalities, cultures, and customs. By interacting with all of these different people, a person learns how to socialize with others. While learning this socialization process, he or she will also be presented with differing views, customs, cultures, and ideas. As a result, he or she will become more educated without having to be taught by a professor. This benefit is important throughout a person's life, but most people do not realize its significance.

A last objective of a college education is to provide a person with as many varying views, opinions, and ideas as possible. This allows a person to think about the ideas presented, and compare them with their own. As a result, the person soon realizes that his or her own views are not always the correct ones, and that others may have some very good suggestions and ideas. By listening to these other people, a person will be more informed and have a more intelligent idea of what is happening. Classes at college also vary in complexity, objectives, and views. A person presented with as many of these classes as possible is exposed to numerous different fields of possbile employment. Many students attending college today decide that what they had first chosen to doa and what they later think they want to do are two different things. It has been estimated that over half the students attending colleges and universities today change their curriculum at least once.

A college education not only provides a person with numerous skills to be used in his or her profession, but also prepares him or her for real life challenges. By earning an education a person can open a real of possible avenues for employment, as well as giving a person the confidence to take on what problems life can present. Also, a person will interact with a variety of different people, and will learn how to socialize and get alon with others. A college education prepares a person for future life experiences and is something that once is earned will be used throughout a person's entire life.

Mike: Final Draft

The purpose of a college education are many and varied. A college education provides a person with the skills to prepare him or herself for life experiences, a better chance for being employed in a job that provides the opportunity to earn a good income, interactions with various people, and exposure to a number of differing ideas, opinions, views, and classes that can present a realm of possible career choices. The college education is based on the idea of preparing a person for the future.

Most people think that the reason to get a college education is so that ultimately they can "get a good job", but, in reality, the main objective is to prepare a person for future life experiences. A college education challenges a person so that he or she will learn to overcome several adversities. Throughout a person's life, he or she will be faced with numberous problems that will have to be conquer. While at college, students are challenged by having to take tests, write papers, and answer questions. These experiences present them with problems that must be solved inorder to earn their grade in that particular class and thud survive at college. In this sense, they are presented with a problem, conquer it, and benefit by knowing that they can successfully handle problems. A college education also provides a person with the knowledge of being able to find information for answers to questions. This type of person doesn't need to rely on anybody else for findinginformation; he or she can find this information by him or herself and, thus, be self-sufficient. Other people will respect people who can handle themselves, and can obtain information to answer questions. A last, but imporant objective of college education for preparing for life's experiences, is to equip a person with an education so that he or she will be well-learned. The manor topics usually taught include history, English, mathematics, and science. A person who has retained knowledge learned in these areas is better prepared to handle problems, challenges, and difficulties that may be encountered in the future, whether it be in his or her employment or life.

A college education can also equip a person with a better chance of being employed in a job that will provide an opportunity to earn a good income. Today, most jobs that do pay well require at least a bachelor degree just to be considered for employment. In order to qualify for these jobs, a person must obtain a college education. Even after a person is hired heo or she is continually being provided with more education and training. Education seems to be the key to success in today's society. Another aspect of education is that it prepares a person to be a responsible member of society, and not a hindrance. He or she learns to be responsible for his or her actions and to take care of problems as they arise. Another benefit is that a person who earns a degree also earns prestige and respect. No matter what happens to an individual throughout his or her life, he or she will always have that degree and nobody can ever take that away from him or her.

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A last objective of a college education is to provide a person with as many varying views, opinions, and ideas as possible. This allows a person to think about the ideas presented, and compare them with his or her own. As a result, the person soon realizes that his or her own views are not always the correct ones, and that others may have some very good suggestions and ideas. By listening to these other people, a person will acquire more informed and intelligent ideas. Classes at college also vary in complexity, objectives, and views. A person presented with as many of these classes as possible is exposed to numberous differen fields of possible employment. Many students attending college today decide that what they had first chosen to do and what they later think they want to do are two different things. It has been estimated that over half the students attending colleges and universities today change their curriculum at least once.

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APPENDIX F

Kim : Interview #1

Interviewer: What is your initial reaction to this [writing sample]

Kim:It doesn't look too bad. It's a good idea, but the sentence structure is pretty bad. There's one part that just runs on and on.

I" The sentence or the ideas?

Kim: The sentence.

I: But you generally don't think it's too bad?

Kim: It's not that bad.

I: Do you think you write much different now?

Kim: yea. Maybe a little more proper English.

I:OK. So as far as grammar and sentences. . .

Kim: sentences, right.

I: What about the ideas, the development?

Kim: I don't even know why I wrote about this.

I: Now the topic for this was to write about a problem in your hometown.

Kim: OK.

I: If you were given this today to write on how would you go about it? would you choose the same topic? How do you think you';d approach it?

Kim: (pause)I wouldn't, I don't know that many problems. I don't know why I picked this one. (laugh) In our town. . .I live out in the country you know, so I'm not fully aware of like certain problems in our town. It's hard to think of an idea to write about.

I: Let's say you had to do it now. How would you approach it?

Kim: Thi sperticular topic?

I: yes

Kim: MMmm. I think it was a good idea about the fines. Pretty much the same way, you know. what the problem was and what we should do about the problem, about the same.

I: What do you like the most about that paper [writing sample]?

Kim: [pause] I understood it. It came through clear, what they had intended they wanted to do. It was clear what the purpose was and what they ought to do. I know my spelling is bad on this. If you actually had time to plan something like this you know, you would work on your sentence structure.

I: What do you like elast about this?

Kim: I don't know. It seems pretty simple. [laugh]

I: Do you think that's because of the time constraint or because you were a freshman?

Kim: That's one reason {freshman] See I hadn't had English for quite a while I didn't come right out of highschool. I was out of school for about four years before I went back to school and so my English skills were pretty bad.Because I never did much writing. I'd say I've gotten a lot better since taking a lot of English classes since I've been here.

I: One of the reasons why your name popped up for this study was because you had had so masny English classes. You had more than most people in your freshman class.

Kim: Really? I think it has helped me. I feel more comfortable writing now you know, I don't feel bad. But things that are really hard for me to write are like short letters. Long writings aren't so bad. Business letters are harder.

I:Why do you think that is?

Kim: Because to get across your idea in just a short, little brief thing. You don't have as much. . .draw it out forever.

I: If you were asked to write this today, in a stilar testing situation, how would you go about it? What kinds of strategies would you use?

Kim: Um. The way I always, and the way they teach writing, first you get a idea of what you're going to write about like in the introduction then you go into elaboration in your main part of the paper is what, you know, what you stated you were going to cover in your introduction and then conclude it all in the end, a summary.

I: Do you try to follow that?

Kim: Yup. That's how I try to write.
I: Do you do anything before you put your pen to paper. Do you do anything to plan? Or do you just start writing and see how it goes and then make changes?
Kim: No.I kind of think about what I want to cover in it so I don't get off the track on something that is irrelevant, you know.
I; What kinds of things do you do when you plan?
Kim:I think about it.
I: How much time do you think you spend thinking about that topic before you begin writing?
Kim:Not very long.
I: If you were to do a test like that now, do you think you'd spend more time thinking before it?
Kim: I think I'd start about writing about something else but it seemed like it would be too lengthy so I wanted to pick something that was fairly short a simple problem that could be covered in a short time.
I: If you were going to revise this paper, what swould you do? Where would you begin?
Kim: Well if it were really a problem in my town I would see how many dogs are really picked up and what kind of a problem it really was, what their actual plan was.
I: Where would you get that information?
Kim: At the , see my MOm works at the Sheriff's Dept. and they have Animal Control.
I: So you'd go there to do some research then.
Kim: Right. That's why I think I thought about that, because my Momworks right there and they have a lot of problems with that, stray dogs in the country.
I: So you'd do some research on it. Inything else that you'd do?
Kim: I don't know.No.
I: OK. Kim Thank you.

Interview #2: Kim
Interivewer: why don't you start by going through some of these papers and telling me what the clases were, what kind of writing you did.
Kim: I have most of mine from 112.
I: Why don't we hang on to 111 and 112 until the end and begin by looking at what you did after 113.
Kim; This is from English 321. Our first paper in that was just to answer questions, like ask a health professional or he'd pose a question and we'd go through and research and we'd answer them.
I: so this is an English class and you're working on a point system.
This was your first paper then. This is about 6 pages long typed. What kind of preperation did you have for that?
Kim: I had these questions. That was before we handed in the paper. Someone in the class went through and answered the questions ofn this evaluation sheet and then that's what he based his judgement on too. He went through.
I: So you had your peers helping you.
Kim: Yes.
I: What else did you do in 321?
Kim: The next one was this one, no, it was a proposal. And we had or we could use a real life experience or something like that. That's what I did mine on. I'm in the Airforce Reserves so I did mine on adding another member to my section in the hospital. Or we could add a piece of equipment or something like that.
I: So you're requesting something.
Kim: Right. Requesting.
I: And again you did the peer review with this.
Kim: Right. The next one was an interview assignment. We had to actually go to a hopsital and interview a hospital administrator or somebody in a department and we had to write up about the interview and do the paper on that.That was my worst one. I don't think I chose a good subject..
I: I notice that this one hereseys "very nicely done Kim" and that one doens't say that!

Kim [laugh] No. I had a hard time doing that one. Maybe because I didn't ask good questions or something like that. I seemed to have the most trouble with this one.

I: Do you think that the way that these are evaluated by your teacher that it is difference than the way your writing was evaluated in 111, 112, 113?

Kim: The teacher never said how he evaluated in 111 and 112.

I: I mean from your experiences in 111 and 112. Was the focus different in what they were looking for in the paper?

Kim: I don't think so. This is my last one. This was on an issue or something.this was a profesisonal matter. I did it on health care ethics.

I: Now this was an advanced writin gclass. What about non-writing classes in terms of the health area. Did you do writing in those other classes?

Kim: Yup.I'll show you. I did this is on sanitation class and it is on food. This was for environmental health. I did it on food poisoning. And I did one for a regualr health class.

I: Do you remember when this was assigned? When the instructor assigned this did you get a lot of preperation , let's say the way you do in your 321 class or did they just say do a paper.

Kim: Do a paper.

I: What kind of guidelines did they give you?

Kim: length, typed, cover page

I: primaily formatting.

Kim:Right.

I: No direction in terms of rhetorical concerns.

KIm: no.

I: What about the evaluation of this one?

Kim: He thought it was good but he wanted me to direct it more towards the health care setting. instead of just food poisoning itself. Hewanted to know how it fit in with a facility itself.

I: What about in terms of the surface kinds of things. Did he mark anything like that? Did he do any kinds of correcting or editing?

KIM: yes He fixed typos or he mentioned if a sentence seemed awkward.

I: In a course like this would you be offered th opportunity to revise a paper?

Kim: no

I: What about in 321?

Kim:no.

I: OK. What about your next paper.

Kim: This was from Community Health. I did this, gosh, I think I was a sophomore and I did it on Meopause and it was my favorite paper.

I: (laugh)

Kim:I really spent a lot of time and I learned a lot. And the teacher had his wife read it.

I:(laughter)

KIM: Did he have her read it for a reason?

I:OK. Now what about the directions you were given for this paper? Just choose atopic and formatting?

Kim: Yea, basically we could use almost any format, but typed. So many sources.

I: Let's see. As we look through here I see he went through and corrected things and commented and made comments about the subject matter as well as editing. Did you feel you learned a lot from this experience?

Kim: yes

I: Was this a different experience researching this from researching your 113 research paper?

Kim: We were given limited topics in 113. I didn't like that. We had to pick from certain subjects. I didn't like that. I like it where you can pick your own subject, something you're into.

I: That's why you chose this.

Kim:It was more interesting. something to think about. I did my 113 paper on perfume or something.

I: Is this all the writing you've done outside of "writing" classes?

Kim: Just that one right there. We've done a lot of journal reviews. We had to do journal reviews for my 321 too besides keep a notebook and read articles and stuff like that.
I: Was this journal review the same class as this?
Kim: No that was for Health Systems Management.
I: Of the classes that you've taken after 113 other than 321, you've written in atleast 2.
Kim: I had to write one for the field of aging too, but I don't have that one.
I: Was that a research paper too?
Kim: Yea. You had to do it, you know, on different aspects of aging or different affects, like environmental.
I: So you've written several research type papers then.
Kim: Yea.
I: So the main type of writing you've done after freshman English has been research papers.
Kim: Yea, and journal reviews.
I: Are the journal reviews pretty structured in terms of information and format?
Kim: Yea, see a lot of times he likes us to practice summarize articles and read the articles and put down in our own words and give the main points and give our recommendations
I: Has anyone ever asked you to keep a journal?
Kim: in 321. What do you mean?
I: A journal is usually a place for ungraded writing, a place where you record your thoughts about material being covered, kind of a glorified diary.
Kim: no.
I;We've pretty much covered how much writing you've done and what courses, what kind of feedback did you get on your writing?
Kim: Most of the time it's been pretty good, not a lot of errors and stuff. I try to proofread.
I: Now, do you think that freshman writing prepared you for these courses?
Kim: I think it did. It gave me, like other types of papers. Like we had to do comparison contrast and descriptive and a narrative.and I think it was helpful.
I: So the skills you learned in 111 and 112 and 113 carried you on to the upper level writing.
Kim: Yea,. And we always had to do these sentence correction sheets all the time. I never did very good on them but it really did help me. [laugh]
It made me look at a sentence more closely to see, I could tell more if it was right or wrong. I hated these things but [laugh]
I: What class did you do that in?
Kim: Both 111 and 112.
I; Did you have the same teacher for both?
Kim: Yea.
I: Did freshman writing challenge you?
Kim: I think so, because I didn't think I was a very good writer [laugh'
I: Did you feel that you made a lot of improvement from 111 to 113?
Kim: Yes. But it was a different type of writing. A research paper is. . we didn't do a lot of writing, just that research paper in 113.
I:Did the documentation business that we always spend so much time on in 113 help you when you did your research in other classes or did they say I don't care what system you used. did they seem to care about your footnoting and bibliography etc.
Kim: See I never got to see , we turned it in at the end and I never got to see how it was evaluated.
I: In 113?
Kim: Right.
I" Learning that stuff, did it help you with your other papers?
Kim: I basically knew most of that anyway. It really wasn't nothin any new.
I: Did you find that the feedback you got in non-English classes was any different from the feedback you got in your English classes? In terms of what the kinds of comments on your papers.
Kim: I think there was a little more detail.
I: Where?

Kim: In English. More critical. But it should be. Sometimes I think that non-English teachers are too easy.

I: What do you think your strengths are as a writer?

Kim: I don't know. I think I pick pretty interesting topics. that makes it easier to write.

I: Because you're personally involved with it?

Kim:Right.

I: Do you think your strengths as a writer have changed any.

Kim: No. I had a hard time deciding what to write on. (laugh)

I: Well, do you think that that is one of the things you learned in freshmen writing?

Kim: Yea. I think so.

I: Do you know how you learned it?

Kim (laugh)

I: I wish you did! What do you think is the most important thing or things you learned about writing in English 111?

Kim : Different types of writing.

I: And perhaps your sentence editing?

Kim: Right, Definitely. Cause you know not just that other people were evaluating us but we would read their papers and evaluate theirs too.

I: Did you find it real helpful to look at other people's papers?

Kim: Yea.

I: Do you think you were elarning while helping them?

Kim: Yea. I think so. It makes me say Wow do I do that too?

I: What kind of things should a writer think about when writing?

Kim: Is the material they're going to use current. I seem to find that a lot. I pick a topic and then I go to look for information on it and it isn't very current. So I try to pick something that the information is fairly current and there's quite a bit of information, not just little bits and pieces.

I: What about while you're writing?

Kim: I think, try not to make it too broad. I have a tendency to do that keep it more specific on certain points and not, you know, write about too many points. Just pick certain things to write about and not make it so general.

I: And what about after you've finished writing?

Kim: I don't know. Make sure that things flow from one section to the other. Make sure I've covered the main points. Make sure I;ve covered each of the main points that I mentioned in the introduction. And summarize at the ending.

I: How did 111, 112, and 113 make you feel about yourself as a writer?

Kim: I thought it gave me more confidence. I don't know, 111 you know, the first time I wrote I did average work. I had the same instructor for 112 and it seems like I did much better,

I: Would you recommend to somebody to stick with the same instructor?

Kim: I think it was helpful.

I: What do you think makes a good paper?

Kim: Interesting, first of all. It should be an interesting topic.

I: To you or to the reader?

Kim: to the reader. I' ve read other people's papers too and their sentence structure isn't very good; it doesn't flow right; it jumps around. What I like is if it has a really good introduction. That's what I think most papers. If it starts off good it's going to be a good paper.

I: It's like the first five minutes of a movie, right?

Kim: Yea, Right. (laugh)

I: Does what makes a good paper differ from class to class?

Kim: I don't think so.

I: So you've found that what's been good as far as your writing in 111, 112, and 113 was equally good for your writing in, say HSM 304?

Kim. Yes. I use the same basic type of writing. But I;ve noticed my writing has improved from 111 to 112, to 113. It has gone up a step each time.

I: What do you think has improved?

Kim:That's what I wondered myself! (laugh) I think I learn something new every time. Maybe each teacher adds. It seems like I learn something new every time. Even though you think you can't learn anything, English is English, the same sentence structures, you know, and different things, but I actually learned each time.

I: What kinds of things?

Kim: Sometimes in 111 I'd use the wrong verb tense, you know, singular and plural and it would change in the paper or it should all be one person or two persons and you'd jump back and forth like that or you talk about something singular and use a plural verb, or something like that?

I: Did you do that?

Kim: Yea.

I: Do you do it anymore?

Kim: I'm more careful(laugh) Also, instead of just using basic words, try to use [pause]

I: try to use more sophisitcated words?

Kim: Right. Word choice.

I: How do you do that? Do you use a Thesaurus?

Kim:Yea. Or if I think of a word I say what word could I use instead?

I: So you pay attention to your word choice.

Kim: Right

I: Did you 111 and 112 instructor spend a lot of time on word choice? What made you decide to think about word choice?

Kim: Well, in my papers they would put words in there that they said this word would fit this better. They'd change words.

I : So seeing how somebody else could edit your paper seemed to help you.

Kim: I tried to look at what they wrote wrong and tried to improve it for the next paper.

I: In your non-English classes, how much did the writing count for in terms of your grade?

Kim: Well one was 25% of the grade and the journal reviews have always been. . .the papers have always been 25% of the grade. Even in Environmental Health.

I: How did you feel about that?

KIm: I don't know. It's something you can do on your own. It's not like a test. It's up to you what you get.

I: You're a good writer so it didn't bother you.

Kim:(laugh)

I: What advice would you give someone just entering English 111?

Kim:My sister is in Freshman English.

I:OK, so what do you tell her?

Kim: Um, I don't know, I help her by proofreading her papers and stuff like that but you know I recommended a teacher that I'd taken that I thought were good English teachers, and try to help her like by proofreading and stuff like that, tell her that she should go through it several times and read it before she hands it in.

I: I don't want to get into individual personalities, but when choosing a teacher, what qualities would you tell her to look for? What would you want to get if you could design that 111 class so that you learn a lot, what would you want the teacher to do?

Kim: Cover the different types of papers and stuff like that, or even have a workbook. We had spelling tests every week and definitions, stuff like that. Just little things like that that help your grade besides just writing. Like we had those sentence exercises we always did and stuff like that and I think that kind of thing helped too.

I: You think that it helped you improve as well as helped your grade.

Kim:Sentence structure. Yes. Well no, those sentence structure sheets always hurt my grade. But I think they helped me.

I: If you could offer some advice to 111,112, 113 teachers, what advice would you give them?

Kim: Make them give them those sentence structure tests.

I: OK. What exactly were these sentence worksheets. They sure made an impression.

Kim: You had to find the errors in the sentences and then correct them.

I: How could we improve the writing program?

Kim: Well, I don't know if this is. . they didn't do this in my 111 or 112 but my sister has an English class now where they go in and they have a , sit down with a tutor and go over their papers or something.
I: They're required to go to the Writing Center?
Kim:Writing Center, right. I think that was good.
I had to do that for my proposal writing class we had to atleast once a week I thought that was really helpful.
I: How well prepared to you feel to write on the job?
Kim: I don't know, I think if I had to write something I could do pretty well.
I: Do you think that your job will entail much writing?
Kim: Yes. Lots of it. Even my job in the Reserves I have to write evaluations and stuff like that and I might even have to write a proposal. There are people out there now who are writing proposals all the time so I think that's..Since I've had a background, a couple classes in proposal writing that will help me.
I: Good. So you do expect to do quite a bit of writing.
Kim: Yes. The book the instructor used for 321 was really good. I use it still. It was more like a. . .it had letters and proposals and. .it was more like business writing. It was called Successful Writing At Work.
I: So you've hung on to that book for reference. Have you hung on to any of your others?
Kim: No.

Interview #3:
(Before Writing)
Interviewer: Have you ever written a paper like this before?
Kim: It's more like my position paper.
I: How much do you think you know about this topic?
Kim: I kind of have an idea of what I've heard from some teachers or speakers that have come back and what they perceive after they started working, what they got out of college, just gives you a general background, you know, teaches you how to learn.
I: OK, so you're probably thinking that you'll take the view that liberal education is important.
Kim: yes.
I: So, where do you think you're going to start?
Kim: Maybe some of the things I felt that I got out of college, maybe what I thought my purpose of going to college is

(AFter Writing)
Kim: I have a question. Who is supposed to be the audience of this?
I: Who are you writing this to?
Kim: Students who are graduating from highschool and going into college.
I: You can determine your own audience and that's fine.Do you have another questions?
Kim: Yea. I can say what I feel the purpose is for students going to college?
I: Yes.
Kim: And I was wondering if this one (points to a paragraph) if I should make it into two purposes, teaches independency and socialization, should that be one or two.
I: you mean in terms of paragraphing? I think you should make that decision. Think about it this week while you're working on it.
Did your ideas change about the topic as you began to write?
Kim: Yes.
I: can you elaborate?
Kim: Well first I kind of was going to go it for young and old; then I decided to do it just for students graduating from High School, what some of their reasons were for going, what they expected.
I: So you kind of narrowed your audience.
Kim: Right.
I: Anything else?

Kim: Just that one place where I may need to break it into four main purposes instead of three.
I: Have you made changes in your paper during this draft?
Kim: I kind of proofread it, if it didn't, words didn't like, I'd cross it out.
Not much though.
I: Those that you did. What prompted the change?
Kim: Poor word choice, or like I had put first, second third, I went through and changed them around to what I thought would be better for putting first.
I: You mean in order of imprtance?
Kim: Right. What I wanted to talk about first.

Kim: Freshman Writing Sample

How would you like it if your child was attacked by a stray dog. How would you like it if your property was damaged by a stray dog. Last month thirty doges that where just running loose where picked up by the animal patrol of this county. People of this county are not being responsible pet owners. Each dog should be properly taged and if not being supervised by thier owner should be on a leash or in a cage.

I propose that since we have this high rate of dogs just running loose. Everytime the animal patrol picks up a dog and takes it back to the pound and the dog has no identificaiton, when the owner comes to claim the dog they will be fined for letting there dog run free and for not having identification on the dog. If the dog has not had its shots the dog will be vaccinated and the owner will pay for that also before they get there dog back.

It's not a diffucult law to follow if people really care enough about there dog and if they don't they will pay the consiquences. This will insure the saftey of our children and property.

Kim: Rough Draft

Many High School graduates go to college for alot of different reasons. In talking with other students Ive found that some go to college to learn a specific trade, to become independent and meet new people, some are undecided with what they want to become and feel college will give them direction. So what does the typical high school graduate think college is for?

I feel a college education has three main purposes. Third, it teachs students how to learn and be trained. First, it teaches independency and socialization. Second, it helps a person seek out what they truely want to be.

The first thing a student goes through with entering college is orientation. This is the beggining of many social interactions with new people. When a person goes to college they are placed in a setting of meeting people from all different areas. If the classroom students have to interact and learn to work with one another just as they would on the job. As for meeting people outside of class most freshmen are required to live on campus the furst year. The dormitorie set up differnt social events to try to get the students to interact. The college offers many clubs, fratunities/sororities, varsity and intramural sports, etc to try and get students to interact.

For most students this is the first time away from home. The student is faced

Kim: Final Draft

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APPENDIX G

Interview #1: Jane

Interviewer:After reading this [writing sample] what is your initial reaction to it?
Jane:Very poor.
I: You don't think it's good writing?
Jane: No.
I: Do you think you write better now?
Jane: I have more idea about structure and modifiers, misplaced modifiers (laugh).
I:What do you like about what you wrote?
Jane: Um. About the persuasiveness of it. It was written as a persuasive piece.
I: What do you think is particularly persuasive about this piece?
Jane: Well, it states the facts, what has been done leading up to the project and why it was delayed and the reasons why I feel it should be continued.
And lists several reasons to increase tax base and bring revenue into the area.
I: What do you like least about this?
Jane: My writing (laugh).
I: can you be more specific?
Jane: sentence structure. I guess how I would organize the sentences. I think the paragraphing is good, the introduction is good and the explanation, but I think that I would rearrange some of the things in the paragraphs and rearrange the sentences.
I: If you were going to revise this, and you had some time to spend on it, what kinds of things would you do?
Jane: First I would check what I have. Part of it is just remembering what I wrote. I don't remember as much about the topic now. I think I would change basically the sentence structure to make sure that they were connected, so that they sounded better, more parallelism.
I: Would you do anything with the content?
Jane: I would probably add some and go back and do some research. (laugh) Because it was a while ago when those things were thought up. It was kind of a small topic and I couldn't think of anything else to do. Everything else seemed too big. (laugh) And for the length of the paper. I might change some of it. I'd have to research.
I: Otherwise you're pretty satisfied with the rhetorical part, the persuasivness of it. You'd pretty much just polish it.
Jane: yea.
I:If you were given this topic to write on today--forget about the fact that you already wrote on it before-- how would you go about it?
Jane: I'd set up an outline, and I'd think about it longer before I start writing, and maybe even sketch like an outline, maybe a sentence outlinestarting with the introduction. Um, I have more concept of how a paper should be laid out from start to finish, go over points. In this other paper [writing sample] I put too many points. If I were to do it now, I'd just put a one page, short intro to the problem and how I felt I think I'd leave some of the

fact out, some of the more technical facts, try and lay it out a little bit better.
I: So in terms of what you'd do ahead of writing, what kinds of things do you do when you plan. You said you'd jot down an outline. What else?
Jane: I usually think about it for quite a while. Like I have a paper due in two weeks and I've been thinking about it for three weeks now, just finding out about the topic, what I know now and what I have to pout into the paper and I write down a sentence outline. It depends on the paper and how long it is.
I: Do you find that if you spend time just kind of not letting yourself think consciously about it but it's just in the back of your mind that things come to you?
Jane: Yes. I find I organize better when I go to write.
I: Now when you sit down to write is there anything about your strategies during writing that you do differently now?
Jane: Now I kind of sit down, I notice that when I'm trying to make it right I end up creating more problems for myself. So, sometimes I sit down and I write and I type and I give myself some time in between and then I go back to organize and then I might read through it and think about it more and then I go back and edit, make corrections.
I: I notice you said type. Do you compose on the computer?
Jane:A lot easier now.
I: Do you find yourself revising more?
Jane: Yes. I do. Sometimes if I have a paper that I hurry through it and hand it in I don't have time to plan for it and I find that I don't make as many editing revisions as I should. But when I have time to plan for it I do.
I: When you do those editing revisions, what kinds of things do you usually do?
Jane: I check for spelling, punctuation, make sure that it's consistent in tense.
I: That's it for this session.

Jane: Interview #2:

I: This time I'd like you to just thumb through your portfolio and tell me about the pieces in it.
Jane:These are some papers from 311, Advanced Technical Writing.
I:Could you begin with some things from non-English classes?
Jane:One of my Education classes, Education 406 we did a job analysis for Hanchett Manufacturing. It was hands on type thing. We wrote questionnaires, papers, reports on research reading we had to do.
I: When you were assigned these projects, were you given very specific instructions?
Jane: Yes. A lot of it was like writing lesson plans and like planning behavioral objectives and things like that. Now this, we studied the structure of a job analysis and how your write job descriptions so those were very structured. The actual report wasn't as structured because we changed it to fit Hanchett's needs. They were looking for something specific, so we changed it. We developed a questionnaire and did interviews and observations.

I: Who were you interviewing?

Jane: Workers at Hanchett. We did ten hourly workers, machinists and welders and a couple materialing handlers, so. . .

I: So this checksheet was this provided by your teacher or was this something you came up with?

Jane: We created it. Here's a final part of the report. It was set up with just a basic report structure, title page, tables; it's more of an analysis, description of the program, why we did it, the materials we created.

I: So in terms of what you were provided with by your teacher, you were given a general assignments and you had to produce all the materials.

Jane: Right and we also had to, I don't know if I have it with me, I kept the background information. I had to write a reports on articles, current journal articles.

I:When you did those were you given any specific instructions?

Jane: General instructions.

I: How were these things evaluated.

Jane: I got an A. Basically the report was the class.

I: Did he evaluate the report? mark it up etc?

Jane: Yea.

I: What kinds of things did he mark?

Jane: He marked grammatical and punctuation, um, he marked content, but we had talked with him about content so there wasn;t much. We talked with him about structure and format before we ever put it together.

I What else have you got here?

Jane: I've got some other stuff from Education, but um, this was one that I did quite a while ago when I was in the illustruation program. What we do is we break up into a job shop and each student has certain jobs they are responsible for and we produced a manual and we decided to do a trouble shooting manual. So the format and the layout were all our decisions. Our professor acts as our client. We researched materials from the library and snowmobile dealerships and we went and, I wrote the description of the two-stroke engine. Basically we gathered material and revised it. All my Education classses I had to write quite a bit, reports for educational philosophies, um. . .This one is a philosophy. Education 310 we had to set up a class that we would teach and since I'm interested in training I set up a training seminar. And it was set up each section we worked on a week. There were like 16 sections and one week we'd work on performance objectives then we'd turn those in. In the end we compiled it all. For this one the teacher provided an evaluation sheet ahead of time so we knew what we'd be graded on.

I: What else have you got?

Jane: My internship I had to write a lot, reports on articles. I had to send in two articles a week.

I: Were you given a format to follow?

Jane: NO. General instructions. I was writing two pages for each article at the beginning and then they said you only need a brief paragraph so we know you did it.

I: Were these evaluated?

Jane: Basically whether we did them or not and punctuation and grammatical. Most of my classes have been editing since the freshman year.
I: Let's talk about that then. How do you think writing differs, as far as how writing was assigned, required, evaluated etc in non English courses vs. English courses?
Jane: I went on into the upper writing classes.
I: Were the upper writing classes different from the freshman writing sequence?
Jane: Yea. It was uh, In Rhetoric and Style, we did things like we studied the history. We had to give presentations. We studied how style changed, how we used punctuation differently, how words were used, etc. It really helped me learn the gramatical things. In TC 432 right now we're going over Strunk and White's style guide as a refresher course. I write a lot in all my classes.
I: After the freshman sequence then you've done all kinds of technical writing includingjobs analyses, reports, class objectives. Did you do any traditional academic writing like research papers?
Jane: Yes. I did a research paper for speech class. A lot of what I do is research, like the snowmobile manual was research.
I: OK. Did the kind of writing you did in 111,112, and 113 prepare you for the writing you had to do after?
Jane: Yea.
I: How?
Jane: I had to write in speech class and I had to do outlines of speeches and in interpersonal communication I had to write an essay on my opiions on interpersonal relationships. I used research but it was mostly how I felt. 113 kind of helped with that. We did a lot of adjectives.(laughs)
I: How did adjectives help you with writing personal essays?
Jane: I have a lot of technical writing and it means a lot of describing things yet not flowery, but it calls for specific adjectives.
I: So you're thinking about precise wording.
Jane: Right.
I: Why don't you look over your transcript and just list the courses that demanded writing.
Jane: I write more.
I: You produce more or you write more often?
jane: More often and I produce more. Sometimes I, It's been good that I write more because I need more practice. Sometimes I don't spend as much time on each specific assignment because of the time limit .(looking at transcrupt] My first two years I had a lot of illustration courses. Speech class, Technical and Occupational Writing, Fundamentals of Public Speaking--basically doing outlines, Advanced Composition--we wrote a lot--Speech 105 Interp[ersonal Communication, Lit classes I wrote a lot, Humanities classes.
I: Did you do essay tests?
Jane: Yes. It was really helpful to learn how to organize my thoughts before I wrote them..One of the things the teacher commented on was that I had good organization to complete the question
I: So you wrote essay test questions in Speech, Humanities and Lit?

Jane: Yea. Studio Techniques we wrote Audio Scripts. In Television we wrote scripts, matching the video with the sound. In all my Education classes we wrote. Printing and Layout Design we wrote, copy mainly. Brief. Interviewing 301 we had to write papers, detailed palnning papers. We had to write a research assignment. My internship I wrote all the time. Principles and Philosophies of Education I wrote.
I: In these courses then, can you make any generalizations about how the writing was assigned and evaluated?
Jane: The professors aren't English professors. I got more direction in terms of rhetorical things from the English instructors.
I: About Evalution?
Jane: English teachers have more background and the writing was the main focus so I got more feedback. The papers in the other classes were used to back up other things that we were talking about. In the English classes we were talking about structure and style, so that was the emphasis. The papers weren't evaluated in the same way. In my English classes the focus was on writing and being able to communicate so we'd study grammar, style, lay out, audience, we were writing to someone. In the other courses we studied audience because we were going to teach so that was the same.
I: So is what you're telling me that the otgher teachers are more interested in just hearing what you have to say as opposed to how you say it?
Jane: Yea.
I: Did the feedback in the non-English courses differ from the feedback in the English courses?
Jane: Yea, a little, especially now. My English teachers edit more. My Education and speech teachers edited and made suggestions but not as extensively, close but not as much.
I: Did freshman writing prepare you for the writing you did in these courses?
Jane: Yea. Because I had more interest in it. It made me want to go on. I had English 111, 112, 113, and 211 and then I took 321 and that really helped me decide to stay in Communications, how I did in that class.
I: Tell me about 321 then since that seemed to make a big impression on you.
Jane: That's when I really understood why I was having a hard time understanding and ways to work around it. I had gotten in the pattern of when I read my eyes jump. I can't read out loud. I have a very hard time. I;'m better now than before. At that time I still had a hard time with that, so I had a hard time with sentences because when I read them I had to go slow so when I would write a paper, Sandy helped me (321 instructor) and Judith (Writing Center tutor) about going to read it for just content reading it for grammatical , mechanical things made me realize that I have to make an emphasis to slow down.
I: So you learned some strategies Tell me then about your freshman writing. Was it chanllenging?
Jane: Yea. I had Fogarty for 11 and 112 and I'm glad I stuck with him for both of them because he worked a lot on sentence structure and tests on sentence structure and although I hated them they

Jane: Organization. Focus to an audience. Now I notice problems in text books. That was a really good feeling, to see errors in text books. I am picking it up.
I: Do you think that what makes a good paper differs from class to class?
Jane: No. They all have to be organized. They all have to have a structure. You have to write to your audience so they can understand it.
I: What advice would you give to someone just entering the freshman sequence?
Jane: Pay attention. Realize that you need to get as much communication ability as you can because you'll need them. You need to know how to deal with people and a lot of that is writing. You need to know how to represent yourself. If you can't write you won't do real well. I think a lot of people don't realize that. Where I came from I hated English. My Lit. kept me from failing. I got Cs in writing, in grammar and A's in Lit, so it balanced out.
I: If you could give some advice to the teachers in the freshman seqwuence what advice would you give?
Jane: Relate what they're doing to the future. To relate it to, you know, one of these days you're going to be a manager and you're going to have to write letters. I don't think you realize that when you're first going through it. You have to take it.
I: Do you think if I said to you as a freshman that you're going to have to write letters someday, that you'd believe me?
Jane: No. I think you'd have to show them.
I: How?
Jane: With uh, like in our technical writing classes we were shown reports that were done and in proposal writing we were shown proposals that were done by people in industry. Maybe pull in some poepl that have graduated and now realize they need those skills.
I That sounds like good adice. Aside from that what could we do to improve our writing program?
Jane: I think it's good. I think impressing it upon students that it is important. I don't know how.

really helped. I mean I dreaded taking them but they really helped. I remember taking them. I rememberr those tests more than I remember writing anything. I've written so many other things I have trouble remember writing back then.
I… What are your strengths as a writer, back then and now.
Jane: Back then I wasn't very good. I got Cs.
I: What did he diagnose your problems to be?
Jane: Fragments, Comma splices, I always understood. I could give a definition of the parts of speech. I knew what they were but I couldn't apply them. And that really was, I think because I wasn't ready then. I learned to apply them, how to word a sentence. I finally understood what a comma splice was. Sometimes I still know there's something wrong but I don't know what it is.
I: What do you think your strengths are now?
Jane: I think my biggest strength is my content. I enjoy research. I enjoy finding things and trying to translate it, because that's what technical writing is really. My structure is good. I can recognize a sentence that has something wrong with it and I can correct it now.
I: If you were to give advice to someone about writing, what would you say that a writer should think about when writing?
Jane:Everything.
I: All at once?
Jane: Before writing, planning. I think about things a long time before I write. I write some notes, maybe do a rough outline and during writing I would recommend just sitting down and writing. That works for me because if I worry about how it is being interpreted or if everything is correct I get too caught up and I don't do well, so I just sit down and write and then I go back.
I: That sounds like good advice. How did 111,112 and 113 make you feel about yourself as a writer?
Jane: At first, I wasn't comfortable with English.
I: It's pretty ironic that you were uncomfortable with English and you ended up in communications.
Jane: Oh I know. I'm going to go back and talk to my English teacher from High School. He told me I'd never write. You'll never be able to.
I: When dio you think you began to gain confidence?
Jane: 111. I understood why I had a hard time. The light turned on and then I understood.
I: Who turned that light on?
Jane; The Writing Center. Judith. She helped me realize my problem and how to look at sentences different.
i: Did you know about your reading problem before?
Jane: I knew that I always had, dyslexia, with tranposing numbers.
I: So you knew that coming into Ferris.
Jane Right I knew that I did that. I could never take accounting because I reverse my numbers. I didn't realize it affected my writing. In reading I scored high because I understood. I didn't understand why I read so fast. I was reading over 600 words a minute but I didn't read sentences.
I: What do you think makes a good paper?

Jane: Freshman Writing Sample

Shopping Mall Plans Delayed Once Again

The topic of discussion, in our small town of Marysville, is shopping mall or no shopping mall. The 1984 plans to construct a inclosed mall at the corner of Gratiot and Range have now been essigned to committee by our city's mayor. This committee will reach a decision by September 1st 1986, there for, delyaing the start of actual construction utill April 1987.

Mayor John J. Wright Jr. a wralthy financier of several local stores in Port Huron's downtown, was able to keep the Seaver Co. plans for a mall, unknowen until March of this year. The plans were released to the Times Hearld newspaper, by the Seaver Company when top excutive's felt that Mayor Wright was deliberdy delaying palcement on the City Council's agenda.

Many of Marysville's residents are extremelly upset at Mayor Wrights latest scheme to delay the starting construction of the mall.

I evendy agree with them. I have started a petition to make the City Council put the mall issue to public vote. As the Marysville Chamber of Commerce I urge you to support my petition on the reasons:

Tax revenue will rise
Houseing demand will rise back to it's former level.
The increase to other area stores once more people are
brought into the area.
The econimic status of Marysvill needs it.

Jane: Final Draft

What is College for?

I feel the main objective of traditional four year bachelor's degree is to prepare students of all eges to enter the professional work-force (usually called the white collar work-force). College can also prepare students to enter a trade profession such as auto body, heavy equipment, dental hygiene, technicial illustration, and tool design. While providing academic experience, college also provided personal growth in academic ares as well as interpersonal areas.

College exposes students to situations they will encounter in their chosen field after graduation. College allows growth in each students field by exposure to problems and examples of how problems have been previously solved. It allows students to learn and grow within their own field of study and personal development; this is often done in a two year associate's program or a four year bacelor's program.

Ferris is a good example of a university that provides both types of undergraduate education. The purpose of an associate technical program is to prepare its graduates, in two years, to work in the profession. These students are prepered to be workers not management, although, many do move up to menagement postions over time. Students spend a major of the time in lab and lecture classes in their chosen specialty. They also take the freshman English series, and a sampling of humanities, natural science, behavioral science, and management coruses. These classes are to help the student become a well-rounded person. Many people that complete an Associates program continue their education by completing a bachelor's degree.

The purpose of most bachelor's degrees at Ferris is to provide students with additional technical skills, personal development skills, and management skills. Students that complete a bachelor's program must take a minimum of 12 credits in the areas of humanities, natural science, and behavioral science. These classes are to help the student to become a well-rounded educated person with the ability too funciton completely in today's changing society. Of course these students takes a large number of courses pertaining to their area of speciality. The classes taken in the speciality area are aim to begin to make the student an expert in his/her field.

As previously mentioned, college also makes a person a well rounded person by exposure to the liberal arts: art, culture, history, literature, and science. College provides much experience in developing communication skills both written and verbal. Most all courses require students to communicate their view through speeches, pepers and interviews. In addition, it furnishes opportunities for the student to mature interpersonally. Some examples of interpersonal development are coping with classes assignments, maneging time, working with other students, and the most important how to make your own decisions.

Away from the academia, college is a time for people, especially young people to mature. For most people, college is the first time they have ever been on their own and responsible for their own actions. It is time when good friendships are developed. It is a time when you learn your own capabilities and fine tune your ethical standards. How to handle conflicts with other peoople is, hopefully, learned by college students. All these areas academic, personal, and interpersonal create a student capable of entering and surviving our rapid changing society.

College has many different purposes for many different people. I feel the major reason for college (institutionally) is to prepare people to enter the work-force with competent skills.

Jane: Draft #2

I feel the main objective of traditional four year bachelo'rs degree is to prepare students of all ages to enter the professional work-force (usually called the white collar work-force). College can also prepare students to enter a trade profession such as auto body, heavy equipment, dental hygiene, technical illustration, and tool design.

College exposes students to situations they will encounter in their field after college. It allows the student to learn and grow within their own field of study and their own personeal development. And it makes a person a well rounded person by exposure to art, culture, history, literature, and science. College allows growth in each students field by exposure to problems and examples of how problems have been previously been solved. It provides personal growth in academia areas as well as interpersonal areas. College provides much experience in developing communication skills both written and verbal. Most all courses require the student to communicate his/her view through speeches, papers, interviews. In addition, it furnishes opportunities for the student to mature interpersonally. Some examples of interpersonal development are coping with classes assignments, managing time, working with other students, and the most important how to make your own decisions.

Examples

Ferris is a good example of a university that provides both types of undergraduate education. The purpose of an associate technical program is to prepare it's graduates, in two years, to work in the profession. These students are prepared to be workers, not management, although, many do move up to management positions. Students spend a major of the time in lab and lecture classes in their specialty. They also take the freshman English series, and a sampling of humanities, natural science, behavioral science, and management.

The purpose of most bachelor's degrees at Ferris is to provide the student with technical skills, more personal development, and more exposure to management skills. Students that complete a bachelor's program must take a minimum of 12 credits in the areas of humanities, natural science, and behavioral science. These classes are to help the student to become a well rounded educated person. Of course the student takes a large number of courses that pertain to his/her area of speciality. The classes taken in speciality area are aim to begin to make the student an expert in his/her field.

Away from academia, college is a time for people, especially young people to mature. For most people college is the first time they have ever been on their own and reponsible for their own actions. It is a time when good friendships are developed. It is also a time when you learn your own capabilities and you fine tune your ethical standards. How to handle conflicts with other people is also, hopefully, learned by many college students. College has many different puposes for many different people. I feel the major reason for college (institutionally) is to prepare people to enter the work-force with competent skills.

Jane: Draft #1

I feel the main objective of traditional four year bachelor's degree is to prepare students of all ages to enter the professional workforce (usually called the white collar workforce). College can also prepare students to enter a trade profession such as auto body, heavy equipment, dental hygiene, technical illustration, and tool design.

College exposes students to situations they will encounter in their field after college. It allows students to learn and grow within their own field of study and their own personal development. And it makes a person a well rounded person by exposure to art, culture, history, literature, and science. College allows growth in each students field by exposure to problems and examples of how problems have previously been solved. It provides personal growth in academic areas as well as interpersonal areas. College provides much experience in developing communication skills both written and verbal. Most all courses require the student to communicate his/her view through speechs, papers, interveiws. In addition, it furnishes opportunities for the student to mature interpersonally. Some examples of interpersoanl development are coping with classes assignments, managing time, working with other students, and the msot important how to make your own decisions.

Examples

Ferris is a good example of a university that provides both types of undergraduate education. The purpose of an associate technical program is to prepare it's graduates, in two years, to work in the profession. These students are prepared to be workers, not management, although, may do move up to management positions. Students spend a majority of their time in lab and lecture classes in their speciality. They also take the freshman English series, and a sampling of humanities, natural science, and management.

The purpose of a bacelor's degree is to provide the student with technical skills with more personal development and exposure to

APPENDIX H

Margaret : Interview #1

Interviewer: Now, tell me after reading this over, what is your initial reaction to it as a piece of writing?

Molly: I guess it's OK as a piece of writing. It's just funny because I can't believe I said this.

I: Well, you can't believe you said what?

Molly: About not going to parties and not going (laugh) I mean I think the purpose is OK. I'm totally against drunk driving but I sound like I'm preaching to people "Don't go to parties" ""Just go bowling" and "Don't . . (laugh) I think I just couldn't think of anything and I don't know!

I: Well, is it. . You think the content is pretty funny?

Molly: No, I think it's serious, very realistic but I don't see many communities doing what I suggest. I think it's almost impossible.

I: Looking at the writing itself, do you think you write much different now?

Molly: It kind of looks better than what I write now (laugh) sometimes. It ah. .I don't really expand on a lot of things. I just kind of make a few statements and it's broken up I think pretty well, but I don't expand enough. I just kind of have my little topic for the paragraph and I say a statement and then I go on to the next subject. I don't really expand too much.

I: What do you like most about what you wrote?

Molly: I think it's pretty organized. I think I organized it fairly well.

I: Well, what do you like least?

Molly: the topic. I don't think I knew what I was talking about. I thought I was going to be a big freshman writer here and try to make something sound really good. That''s what I think I was doing.

I: Well, now that you're a big senior writer and you were to revise this what would you do? And where would you begin?

Molly: I think I'd talk more about the problem of drunk driving. I don't think I. . I think people know that it's serious but I don't. . .I mean we didn't really have time to give any statistics. I didn't know any, so I didn't do that. If I were going to revise it I would research it, research the subject more. I mean I wouldn't jsut write on something like this off the top of my head. I think I'd research it more.

I: If you were given this topic today how would you approach it? What would you write on? And how would you go about writing it?

Molly: You mean would I change the subject?

I: Anything/

Molly: I'd probably change the subject.

I: What do you think you'd write about?

Molly: [pause] I might stick to the same type of subject, I mean drinking. Maybe drinkgin under the age, maybe. Maybe more of my experience with it, I think. I don't think I'd write more of everybody, you know, I'm kind of like taking the whole world's view here saying don't do this. I think I'd write it more from my point of view.

I: So you'd write a little more from personal experience. . .

Molly: yea. Because I know more about that. And this just sounds like I'm trying to know a lot which I really don't. I think that's what I was trying to do.
I: As you prepare to write, are there any special strategies that you'd employ, as far as planning, writing it out, revising?
Molly: Did I plan?
I: Or now if you were going to go about doing this. Do you remember what you did?
Molly: no
I: I didn't think you would.
Molly: I have no idea. I think I just wrote it the way I was taught, I mean, just start, (pause)I always whenever I write I do exactly what the teacher , I always do exactly what the teacher, I stick to. . I do more of my own kind of writing now I mean I still stick to the same basic rules but. .
I: What kind of rules?
Molly: Just starting off you know , define, like I define the problem here. I think I;d expand more on the problem. Because I didn't I think with a paper like this with a problem I think you have to expand more on the problem and make people really believe that it is a big problem out there and you have to do that first and I didn't really do that in this paper.
I: What about the actual writing of the paper?
Molly: I usually write better under pressure. See if I have a lot of time to do something I can't.
I: Do you do certain prewriting kinds of activities?
MOlly: I just usually go. I write. And then I'll go back. I usually write when I type. I usually go in. It's bad. I shouldn't
I: Are you working on a word processor?
Molly: Yea. The Macintosh. I usually go in and sit and type it and then I'll switch it around what I don't like take out what I don't like. I usually go at it from that way just because it's a lot, I don't usually have a lot of time so I.
That's usually what I do. It's bad, I know I shouldn't. If I had more time I would spend more time doing it but, I usually think I write better I think better if I don't have any time to do it. (laugh) I can see I;m doing real well here (laugh)
Unless it's like a research paper, then I would of course take time but. . I usually take the time to put into it but it's probably not what most people do or should do.
I: When you said that you do what you were instructed to do, Whatever the teacher says you go and do. What do you mean?
Molly : Well, usually when they set out guidelines, you know . first I'll follow the guidelines exactly what they want and then I'll add my own.
I: You mean in terms of following the assignment then.
Molly: yes Usually what they say. I think that's what I did in this paper[writing sample] I probably made the person repeat this to me about three times just so I knew exactly what I had to have in it and then I went at it. It sounds like I did what they said, I mean, define, you know, I defined a problem and then gave a solution. I just don't think I defined the problem very well.
I: OK. That's it for this first session.

INTERVIEW #2:
Interviewer: Why don't you show me what you've got.
Molly: I have a paper that I did about the origin of AIDS for my Epidemiology class and I did that.
I: Let's look at that first before the English advanced writing classes.
Molly: I have a feasibility study.
I: In courses other than English did you do writing.
Molly: Well, the paper about the origin of AIDS for Epidemiology. We had to research a disease, find its origin, how they found a cure, etc.
I: Do you remember the length?
Molly: About 5-7 pages.
I: Do you remember anything about the instructions that were given?
Molly: She wasn't an English teacher so she just said I want to find the origin, who discovered it, if there is a cure, etc.
I: Did she say anything about documentation style or anything like that?
Molly: Not really. My interviewing teacher, I have a paper that I;m doin in there and she wants us to use MLA.
I: Is that a speech class?
Molly: Yea.
I: What is that paper about?
Molly: How interviewing relates to my field, like what liabilities I have, what my ethics are, what I can ask, what I should leave out, questions I can ask and what people can ask me.
I: Any other papers?
Molly: My technical papers.
I: Let's go back to your history of AIDS paper a minute. What kind of commentary did you get when you got the paper back?
Molly: She didn't say much. I got an A.
I: Did she say anything about content or did she edit it?
Molly: No. Just an A and said Good Job. Nothing on style or anything.
I: In any of your non-English classes did you do writing?
Molly: I did a paper in Sociology. It was a research paper. Most of the papers I don't worry about because the teachers are just concerned with the content. They aren't going to pick it apart. Like my English teachers really, they know what they're talking about, not that they don't know what they're talking about but the English teachers focus more on your style and your grammar and other teachers don't concentrate on that. They're looking more for content.
I: So you've written in Sociology, Speech, your Med. course, what else?
Molly: Just those.
I: Then tell me about the writing you've done in your upper level English courses?
Molly: Um, my technical classes we did feasibility studies, wrote a manual, and we were graded basically on team work. In that we were expected to know. He didn't sit down and say this is. . we were told what to do and we were expected to know how to do it. He didn't say like This is a sentence, you know, or anything like that.

We did research. We were going to open up the TC program to freshman and we wanted to find out if that was a wise idea or not, but that was the focus.
I: What kinds of things did you do in 323.
Molly: We did a proposal that took the whole term. We did it in steps and lots of rewrites. I wish I could take the course over again. I didn't get the focus of it. I don't think I got a good grasp on it and I know it's important. Just, we started at the beginning, how to do it, he explined it, gave examples, and we went step by step.
I: What else have you got there?
Molly: This is from my 311 class and 321.
I: What did you do in 321?
Molly: We tried focusing more on health writing since I was in the medical field. I did a research paper on vegetarianism and what their lifestyle was and different types. The most if my proposal writing class. I can't really remember details.
I: Let's go back then and think about your freshman experience. Do you think that freshman English prepared you to do the writing in your upper level courses?
Molly: Oh yea.
I: Do you think the feedback in your non-English courses differed from the feedback in your English classes?
Molly: Yea. The focus was more on grammar.
I: Did freshman writing challenge you?
Molly: Not really. It challenged me but not like I would have liked to. I don't think I've gotten enough writing. I mean for my program I don't have enough writing. I think there should be more intense writing.
I: Like your writing sample, when you looked at it, you said it wasn't all that much different from the way you write now. So you were writing pretty well when you came in. So as a good writer you don't necessarily think you were challenged enough so that you could grow?
Molly: Yes. I've always liked English and I like to write. The freshman courses were better than High School. High School was like SLOW, I mean this was, we had more projects to do.
I: What kinds of things did you do in 111, 112, and 113? what was the most important thing you learned?
Molly: I think organizing. I think that's my problem. My 112 class is when I really learned organizing. I had Mr. Bennett and he really stressed that and I think that was really good for me, how to organize yourself, how to organize your paper, how to organize your thinking before you sit down and start writing to think about it. I used to do that a lot, just sit down and start writing. It usually worked out pretty good. I had to rewrite it, but now I sit down and think about it more.
I: Did you find that what you learned in 113 as for as doing a research paper helped you to do the papers later on?
Molly: Yea, I think it did.
I: What do you think your strengths as a writer were when you came in and what are they now?
Molly: I think when I came in . . . I had so much English that, a lot of people don't back up their statements , they just write

things down. I think I knew that when I came in. Now, I think my organizing, my research skills improved, what to look for, go to toher areas, that helped.
I: How did 111, 112, 113 make you feel about yourself as a writer?
Molly: It gave me more confidence. Mr. Bennett really helped me, he really pushed me into my program. He's the one who got me into the TC program. He said, you can organize well, and um,I think you'd like it. I put it off to the side for a while and then I started thinking about it again and I went and talked to him and he encouraged me.
I:I'm interested in how you think you needed more intensive writing.
Molly: More classes in writing should be offered. I mean, I'd rather write than anything else and I wish there was more, maybe more technical, I think more than just 311. A lot of people are going to have to be writing technical whether they know it or not. I just think it's really needed.
I: Do you wish that your courses in the non-English area had required more writing?
Molly. Oh yes. A lot of time. I don't know how you could do it. Some people know about writing and what is offered in the class gets boring.
I: You mean in freshman comp, you had had the material before?
MOlly: yea, yea. More writing, maybe beyond 113.
I: What makes a good paper?
Molly: I don't know half the time. When you know what you're talking about and when you put the time into it.
I: Do you think time gaurantees a good paper?
Molly: no. I know it doesn't. I always go to other people and ask their opinions.
I: When you read other people's papers and you think the paper is good, what are the qualities of that paper?
Molly: First that it flows good, that it makes sense, logical order. I help my sister with comp and she goes from one thing to the next, she doesn't. I see it like a pyramid, you start off generally and go to more specific, and she just jumps all over the place. Your sentence structure, the way you structure a paper, so it's logical.
I: Does what makes a good paper differ from class to class?
Molly: Certain teachers look for certain things, yea. You know like I was saying before, some teachers are looking for content others are looking for structure and others are looking for both.
I: What advice would you give to someone just entering the freshman sequence?
Molly: (pause) Challenge yourself. If you like it and that's what you want to do you should challenge yourself. Teachers give you a choice sometimes about what you want to write. Choose something you don't know about, do something hard.
I: Don't take the path of least resistance.
Molly: right Take it as a challenge.
I: What advice would you give to the teachers of freshman comp?
Molly: If they see someone who likes to write, encourage them because that's what I got and I really appreciate it. I think that helps. It's hard I 'm sure when you have students who don't care but when you see someone who really wants to encourage them.
I: What could we do to improve the freshman program?

Molly: Make the classes smaller. The classes are big and it's hard to get one on one help. I think everyone should be required to see a tutor, because that gives you more feedback.
I How would you feel if you were told in a class that you were to write a paper which in turn would become the basis of your grade?
Molly: I think it would be terrible. I think you improve as you get to know the teacher and what they want. If you just had to one. .you have to adapt. I mean, you really do. I've learned, You know what a teacher wants, I mean you do it for yourself too, but you have to adapt. I think I'd probably drop the class.
I:How well prepared are you to write on the job?
Molly: Depending on the situation, pretty prepared. I wish I had more writing classes under my belt.
I: Where do you feel the weakest?
Molly: How to work witha subject you don't know anything about, say learn a new computer system, say, and sit down and write about it. I mean, I honestly . . I'm confident, I know I can do it, but it would have been nice to have a few more courses.

Molly: Freshman Writing Sample

Throughout the United States there are many problem drinkers. Every year thousands of people are killed by drunk drivers. Many of the people, either injured or killed, are the innocent victims. The time hass arrived to do something about drunk driving. Our community is no different than any other community across the United States. We must take action against the legal drinkers and the minors!

Many of you may realize the seriousness of legal aged drunk drivers in our community. However, what you may not know is that the teenagers of this community drink as much, if not more than the adults.

Our community does not offer the teenagers activities to keep them occupied. Weekends are the time when kids are free to stay out late. This community does not offer special programs or activiies for the teenagers. They occupy themselves by going to parties and drinking.

There are many activities we could offer to the teenagers. Howver these activities must be available until 12:00. This is the curfew most teenagers have. If we could offer more activities such as late night bowling we could keep kids away from the parties. Teenagers want to have fun, drinking is a last resort for the kids!

Another way to keep the teens from drinking is to discourage the adults fromdrinking. Kids see parents and relatives drinking and having what they think is a great time. Kids look to the adults for supervision and if the adult doest not acknowledge this the teenager will drink also.

Magazine and television ads should be more restricted. They also encourage people to drink. If the government can take to cigarette ads of television, why not take the alcohol ads off?

We, as a community must take action. If each community such as ours were to start a campaign against drinking and driving the results could be tremendous. Action must start somewhere, and our community is the place to start!

Molly: Draft #1

A college eduation can mean many different things to many different people. It can be taken very seriously or lightly; it can be fun or it can be depressing and lonely. My own experience has been positive. College has been a period of growth and maturity for me.

When I first started at Ferris I thought I knew everything. I was going to be a pharmacist, make a lot of money, and have the best time of my life. These thoughts soon came to an end when I realized that college was much more than a party. I really had to study! School had always been easy for me and in high school I did not have to study very hard. Ferris was a different story. I soon realized that I did have to study. My habits and schedule changed drammatically. I finally realized that college was not just for having fun and I began to study.

After realizing that college was a place for learning I began to involve myself in various professional and (some) social activities. I also realized that pharmacy was not for me. My English professors suggested that I expand on my writing. I've always enjoyed writing and English but I did not know what profession, other than teaching, I could enter in to.

I finally declared my major as Technical Communication with a specialty in medical writing. My choice has given me the opportunity to write, along with keeping my interest in medicine and pharmacy. I always knew there was a profession out there for me and I found it by attending college.

College is a place for people who want to expand their knowledge and opportunities for their future. I don't know what or where I would be if I hadn't attended college. I found a profession where I can utilize the skills I am best at and enjoy the most. I don't know many people who know exactly what they want to "be" when they first start college. I truly believe that college is a place for people to discover who they are and what they want to "be."

Once I discovered what I wanted to "be" college became a place for polising and perfecting my skills. Now that I am about to graduate I feel that I have gained a solid basis and feel confident with my what I have learned. I believe that most of my success has come from my desire to succeed. However, without the encouragement of my professors I might not have made it as far as I am today.

Along with my professors' help I have had the encouragement of the people in my program. I have made good friends and have a lot of fun times with them. Most of the fun now comes form succeeding and working to the best of my ability.

Although college is a lot of hard owrk, it has also been the best four years of my life. I think each individual has to discover what the purpose of college is for her/himself. I now I had to find it out on my own.

Molly: Draft 2

A college eduation can mean many different things to many different people. It can be taken very seriously or lightly; it can be fun or it can be depressing and lonely. My own experience has been positive. College has been a period of growth and maturity for me.

When I first started at Ferris I thought I knew everything. I was going to be a pharmacist, make a lot of money, and have the best time of my life. These thoughts soon came to an end when I realized that college was much more than a party. I really had to study! School had always been easy for me and in high school I did not have to study very hard. Ferris was a different story. I soon realized that I did have to study. My habits and schedule changed drammatically. I finally realized that college was not just for having fun and I began to study.

After realizing that college was a place for learning I began to involve myself in various professional and (some) social activities. I also realized that pharmacy was not for me. My English professors suggested that I expand on my writing. I've always enjoyed writing and English but I did not know what profession, other than teaching, I could enter in to.

I finally declared my major as Technical Communication with a specialty in medical writing. My choice has given me the opportunity to write, along with keeping my interest in medicine and pharmacy. I always knew there was a profession out there for me and I found it by attending college.

College is a place for people who want to expand their knowledge and opportunities for their future. I don't know what or where I would be if I hadn't attended college. I found a profession where I can utilize the skills I am best at and enjoy the most. I don't know many people who know exactly what they want to "be" when they first start college. I truly believe that college is a place for people to discover who they are and what they want to "be."

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Molly: Final Draft

A college education can mean many different things to many different people. I can be taken very seriously or lightly; it can be for or it can be depressing and lonely. My own experience has been positive. College has been a period of growth and maturity for me. I have learned how to live on my own and make decisions for myself; I have met new friends from those I grew up with; and I have found that college is an institution for higher learning and a place to learn about yourself.

When I first started at Ferris I thought I knew everything about what college is supposed to be. I was gong to be a pharmacist, make a lot of money, and have the best time fo my life. These thoughts soon came to an end when I realixed that college was much more than a party. I really had to study! School has always been easy for me. In high school I did not have to study very hard, but Ferri was a different story. I soon realized that I did have to study. My habits and schedule changed drammatically. I failed my first test up at Ferris. I finally realized that college was not just for having fun and I began to study.

After realizing that college was a place for learning, I began to involve myself in various professional and (some) social activities. I also realized that pharmacy was not for me. There was a period when I was unsure of what I would do since pharmacy was out of the question. My English professors suggested that I expand on my writing. I've always enjoyed writing and english but I did nto know what profession, other than teaching, I could enter into. I asked my professors and read about other careers and found there were many more out there. I finally declared my major as Technical Communication with a specialty in medical writing. My choice has given me the opportunity to write, along with maintaining my interest in medicine and pharmacy. I always knew there was a profession out there for me and I found it by attending college.

College is a place for people who want to expand their knowledge and opportunities for their future. I don't know what or where I would be if I hadn't attended college. I found a profession where I can utilize the skills I feel I am most proficient at and that I enjoy the most. I don't know many people who know exactly what they want to "be" when they forst start college. I truly believe that college is a place for people to discover who they are and what kind of career they want.

Once I discovered what career was right for me, college becam a place for polishing and perfecting my skills. Now that I am about to graduate, I feel that I have hained a solid basis in education and in life; I feel very confident with what I have learned. I believe that most of my success has come from my desire to succeed. However, without the encouragement of my professors, I might not have made it as far as I am today.

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APPENDIX I

Mary : Interview

Interviewer: First of all, let's go through your papers and you can tell me about the courses they are from, etc.
Mary: This is a copy that I have written for my advertizing campaign class. We had to develop a whole advertizing plan that will be about 60 pages and this is just the copy from one part.
I: When you do things for your advertizing class, what kinds of instructions do they give you in terms of knowing what you have to do?
Mary: There are certain ways you have to write copy in order to get the consumer, you know, not to buy things, but to let them become aware of the product, so there is certain wording you have to use, and this is the format for copy sheets.
I: Is this the actual copy you handed in?
Mary: Yes. This is just a copy of just one of the ads and we're still working on it.
I: When you do get things back in your advertizing courses, do they tend to mark up your papers?
Mary: Yea. Like, write it a different way or reword it, or go in a different direction inorder to hit the consumer. It all depends on the assignment.
I: So, you do get a lot of evaluation on the written part and a lot of direction on format. What kinds of direction do they give you in terms of audience?
Mary: We have to make sure it's written in their, uh, mentality, you could say. I think it's 8th grade level you have to write to for consumers. This one is written, this one is about a sweepstakes so we're trying to say win this, win that and it has deal with the product too, saying you can use this while you're on your trip.
I:The Road Razor, huh?
Mary:Yea, I've spent a quarter on the road razor.(laugh) This is an ad for Zippo Lighters, a radio spot and this is a TV commercial for it.
I: So you do a lot of script writing then.
Mary: We did that quarter. The class is kind of different every quarter and it all depends on who is in the class and what the teacher wants to do that quarter, because he has to change it each quarter, so people don't use other people's stuff quarter to quarter. And here's another radio spot that's for a magazine, editor and the one of the ad salesmen came up with it and we had to write a commerical for them, a radio spot. That one I got a real high grade on, the editor of the magazine liked it. It's simple, but that's what they needed.
I: And I notice here that you are purposely trying to affect normal speech.
Ok. Are these all the same class?
Mary: This is all advertizing copy and this is another class where you lay it out and put the whole thing together.
I: So I would imagine you do quite a bit of writing in advertizing.
Mary:Yea.
I: What else to you have?
Mary: I have literature reviews. We had to read articles and summarize them for advertizing media class. They had to deal with

the media. This one instructor, he was really hard on spelling. You had to have perfect spelling or he would mark you down, so I did pretty well on that.
I: So you're a pretty good speller?
Mary: I consider myself good, yes. I use spell check too. We had to do two everyother week.
I: What else besides spelling was he interested in?
Mary: He was big on spelling and he wanted to make sure you were reading the articles and of course the format. I think on those papers we did have to follow a format, we had to hit certain points, like how the author felt about it and your feelings etc.
I: And you were given those directions ahead of time.
Mary: Right, Right.
I: And so pretty much the only feedback you got was in terms of copy errors.
Mary: Yes. See I always followed the format and did well, so I don't know what kind of feedback others might have gotten. Like some of them he questioned if they were media-related. Obviously I thought they were but he didn't.
this is the first paper we had to do for Advertizing Copy. We had to write about an animal.
I: What was the purpose of this topic?
Mary: That one, I think it was to get your brain moving, you know at the beginning of the quarter? And as you can see I got an F on it. He claims he said it had to be a page and a half and everyone in the class said a page to a page and a half. So, I got an F because it was only one page. I don't know if he really read it. He wanted to see how creative you could get.
I: So he just put an F on this because of the length and didn't do much editing.
Mary: So he says. Here's a term paper I wrote for TV and Radio advertizing and it's on political advertizing. It was really interesting.
I: When you did the term paper did your teacher require any particular style of documentation?
Mary:Not really.
I: Did they say much about it?
Mary:He just said it had to deal with the media. It had to be a major topic. It had to deal with the broadcast media. It was interesting. I really liked it.
I: And so, any other directions, like length?
Mary:I don't really remember. This is the same as the other literature reviews but it's for a different class.
I: What system did you use for documentation.
Mary: I did end notes.
I: Have you done any other research papers?
Mary: Here's another one I just did on product positioning. It's for my marketing class.
I: Now was this the same teacher?
Mary: No, a different one
I: Did this person give you directions in terms of documentation?
Mary: He said, um, I think he just said use a bibliography and endnotes.
I: But he wanted it to be documented.

Mary: Right. This one had to be seven pages long. These re my papers from Creative Writing. They're not too good. I think this was my first draft and then he went over it and then I revised it a lot. And this one I didn't do too well on. I didn't do too well in that class. I had a rough time last quarter.
I: What kinds of things did you write in there?
Mary: Just these. We had to have 20 pages of written stuff by the end of the quarter and it could be poetry, stories or , you know, several short stories. I also wrote another advertizing campaign last year.
I: You've got a lot of stuff here. This is good. One of the things we want to know is how much writing people are doing in classes other than English and obviously you're doing quite a lot. Also, how are those things assigned and evaluated.Does it differ from English classes?
Mary: I don't think so. You know, like we have more assignments in the business curriculum. In my Freshman Writing class we had a few writing assignments and I remember we had to write a couple stories in there, so we did have a few assignments and in those; I think I have those papers at home, but um, I remember we had to write a couple of stories in there, so we had a few assignments. Then my second quarter I think I had I also had a couple writing assignments on different aspects of writing, you know, different ways of writing.
I: You mean, like comparison contrast, definition, etc.?
Mary: Yea. Right. And then, my third I had a term paper and that was really interesting it was on a murder. We had to research a murder. I really liked that, and I have that paper at home.
I: Did the way things were assigned in those classes differ from the way they were assigned in your other classes?
Mary: (silence)
I: Is it just that the writing is so very different that you can't make a comparison?
Mary: Yea I think that's what it is.
I: Do you think that the kind of writing you did in the Freshman program prepared you for the writing you did in the other courses?
Mary: It may have. It got me in the mood to write. I enjoy doing this advertizing stuff. I like writing. I'd better (laugh)
I: So, other than your advertizing courses, did your other courses require writing?
Mary: Yea. I had professional selling. I had to write a term paper on a company and then I had to write, I had to sell it to my teacher. We had to go in to talk to the personnel and then research it and figure out what their goals were, how they ran their company, and thier advertizing campaigns, figure out what they were doing. Had to get all this stuff and go and make a presentation. My other marketing class I had to write a couple article reviews, king of like case reviews and then I've had other classes where we had to read cases and then we had to give recommendations and then presentations, so that took a lot of writing.
I: So these a primarily all business classes.
Mary: Yes.
I: Anything outside of the school of business where you've had to do writing?

Mary: I had a printing class and I had to write one paper on the Rosetta Stone. The instructor liked that paper. I never got it back from him, but I got an A. We had to write that and then the last day we had to write how printing relates to our curriculum. I ended up with an A in the class. We didn't have any tests, but that class I had to write in.
I: Did the feedback you got on papers in your non-English classes differ from the feedback you got from your English instructors?
Mary: In a sense because with the English class they were more for your grammar whereas in my business classes when you're writing for advertizing you can write in any form, you know like the commercials are like you have to talk to the public so you don't have to use, uh
I: Standard English?
Mary: yea. (laughs) But like my term papers in my business classes they were grammar and stuff like that was counted off.
I: Did you feel like freshman writing challenged you?
Mary: Ah, yea. That one term paper (113) did. 111 was kind of fun. We had to write one paper where one person started it and then another continued it. It was kind of a fun challenge not a. . . not gruelling. My second one we went over more terms. I had Mr. Smith and we used that vocabulary book. We had to write a few papers in there. Those were kind of a challenge because I had a bad toward freshman, so it was always like you had to make sure they were right. I remember one paper I wrote in there he really ripped on it and he didn't like my writing. It was kind of a challenged.
I: Was it the course materials that challenged you or the teachers?
Mary: In the second class I think it was the teacher.
I: You did pretty well in your writing classes though.
Mary: Yea, I did.
I: 111 you got an A-, in 112 you got a B and in 113 you got a B. In fact, why don't you look over your transcript here and see if you recall any other classes that required writing.
Mary: Public Speaking I wrote in and in the speech classes. We had to write reviews. Public Relations Principles we wrote press releases. Those had to be in a certain format. You had to be sure to include everything and um,
I: What do you think your strengths are as a writer?
Mary: Um, I think I can get the point across to people, and I can write in a way that is simple for them to understand
I: What do you think your weaknesses are?
Mary: Um, I always like to make sure someone checks over it for grammar but uh, punctuation, sentence structure, stuff like that, mostly sentence structure, just to make sure it's right. when I write something I usually end up writing it about five times over, like copy or something like that because you have to, you know.
I: So you revise a lot then. did you revise a lot in your freshman curriculum?
Mary: I learned that later. That's one thing I realized. I really revise a lot.
I: Where do you think you learned that?
Mary: In my business classes, the copy classes and editing stuff. But I generally do it before I turn something in, to make sure I don't have to do it over again.

I: What do you think are the most important things about writing that you learned in English 111, 112, and 113?
Mary: Mmm. Probably different ways of writing, like comparison and getting in the groove of researching.
I: So the research in 113 helped you to know how to go about these other papers.
Mary: yea.
I: What kinds of things should a writer think about when writing?
Mary: Who they are writing for.
I: What makes a good paper?
Mary: I personally think it's something that holds your attention and keeps you reading to the end. I know many times I start reading articles and turn after the first paragraph. It has to be an interesting topic for the person reading it.
I: Does what makes a good paper differ from class to class?
Mary: I think so. Well, like in one class I had to write a term paper and it had to contain certain things and in another class it would have to contain other aspects, it all depends.
I: What advice would you give to someone just entering the freshman program?
Mary: Make sure you ahve the right instructor. (laughs) It's really not that hard to go through it I mean it takes a little time writing but you just have to apply yourself. Once the balls start rolling in your mind it's not that hard.
I: What advice would you give to the teachers of 111,112, and 113.
Mary: Don't be so rough on us. (laughs) I enjoyed my courses. I don't have any real complaints, except that second one. But I think that 112 class helped, going through all that vocabulary.
I: So you think that we're preparing the kids pretty well for their upper level classes.
Mary: Yes. You might want to go over sentence structure stuff in 111. I know a lot of the high schools and elementary schools don't go over it. I missed it.
I: How would you feel in a class if you were told you had to write a paper and the paper would be the basis of the grade for the course?
Mary: I'd do it. I've done it before. The papers in my courses count quite a bit, probably about 20%, but that one professional selling class, that accounted for the majority of the grade.
I: How well prepared to you feel to write on the job?
Mary: I'm not sure. I think as a junior copy writer I could probably handle it. I think I'd do well.

Mary : Rough Draft

College is a place for a person to recieve an education, an advancement in life. Many Topics are taught in various fields of study. Students may choose from a variety of fields to study, ranging from business to zoology. Althoug some people choose to go to college for various reasons, the most likely reason is to better oneself. Others may attend to please their parents or to get away from them for 2-6 years, depending on the student.

Many people set goals in life, such as owning a new car by such an age or to recieve a certain salary by a certain age. High schoolers generally decide that one of their goals is to go to college, either a commnity establishement or away from their hometown.

Studies have been conducted in recent years showing that college freshman enrollment has increased over the years. This shows that more people are realizing that a college education is necessary to "survive" in an a competitive working world. Yes there are those people that decide not to go to college after high school-but in my opinion it is a bad choice. Some can't control their choice of not going - possibly due to financial reason- but if at all possible I recommend to all that have the chance to earn a college degree, they should persue it.

A college degree shows that one has a desire and initiative to earn "something" (degree) for themself. A college experience gives one a sense of independence, discipline and time manegement. By being on your own and scheduling ones time to do tasks that are due to various instructors, a person develops an inner sense of responsibility. Although not all persons entering college necessarily need to improve their responsibility level the college experience does improve it.

Education is the main purpose of college but I also feel that college is a living? learning experience in such that a person has to deal eith many other aspects of campus life. To name a few, living with others and on your own is a great experience a person can gain. To deal with other personalities on a daily basis can be a challenge for some. A person may live with others that have clashing personalities although that person is albe to get along with each of them seperately. People from different backgrounds and different family situations can teach others new things or give a different opinion on various topics. For example a person (student) from a large family may be able to get along with just about anyone as opposed to a only child coming from divorced parents that has a hard time dealing with 2 roommates. Everyone is different and college is a place to learn about other people. What one person may feel is morally correct another may be totally against it.

Some people feel college is a place to meet their mate for life. I personally feel there are so many people to meet in this world - college is not the place for me to meet my husband. to me, college has been a temprary part of my life. I had planned to be here for 4 years and no more. I've been here less that 4 years and have obtained my goal of earning a bachelors degree of which I am very proud. I have made hundreds of friends while I've been at college but I know I will meet many more people throughout my career.

College can be looked at as a stepping stone of one's life. Its an extended education. Some may continue for years - earning mutiple degrees or higher degrees through masters programs. Life can be looked at in levels. One begins an education at the elementary level, then junior high, then high school. After high schoool what one does with their life depends on the person. But college can be the next level in which many choose to go up to. I look at a college education as a high achievement in someone's life. For a person to give up 4 years of their life shows that that person has a sense of responsibility. The next level to step up to may be to begin a career and/or family.

College may also be a shelter for some. Those people that feel insecure about themselves or are not exactly sure what they want to do with their lives- may hide from the "real world" by staying in school.

College is a good place for people to grow up at. Those that have had everything handed to them on a silver platter throughout life may get a rude awakening when they begin their college career. These people will begin to realize that their parents will not be around forever and they will soon have to do things for themselves. By living away at college people will realize that dishes are not cleaned by ghosts, garbage is not taken out by the "garbage ment" and laundry is no longter done by mom.

College gives a person a well rounded education in life itself. Not only are academics ivolved but many other espects and arees that persons without such an experience never discover. College is for the person that realize there is much to do and learn in life. It is a place for peole to live through various experiences.

Mary : Final Draft

WHAT IS COLLEGE FOR?

The education process can be viewed as a series of levels in which an indifidual lifes through. One begins the structured education process in the elementary schools, then junior high concluding with high school. After high school the individual is no longer required by law to attend school, in effect, what one dows with their life depends on the individual. For many, college may be the next level in which one elevates to. I view a college education as a high achievement in a person's life. For an individual to devote four years of their life to earning a degree shows that that person has a sense of responsibility and initiative. Although many choose not to put thier degrees to work in their field of study after graduating, the next level is usually to begin a career and possiblly a family. Others may continue for years-earning multiple degrees or higher degrees through masters programs.

Individuals are known to set goals in life, these bing to own a new car, to move out of the parents home or to receive a salary amount by a certain age. When in high school, these particular individuals generally decide one of their goals is to go to college, whther it be a community college or one away for their home towns.

Studies have been conducted in recent years showing that college freshmen enrollment has increased over the years. This shows that more people are realizing that a college educationis necessary to "survive in an a competitive working world. Yes, there are those people that decide not to go to colleige after high school-but in my opinion, is a bad choice. Some cannot control their choice of not attending-possiblly due to financial reesons, but if at all possible, individuals that have the oppportunity to earn a college degree should pursue it.

College gives a person a well-rounded education if life itself. The living experience can be thought of as another level of one's life; an extended education. College is for the person that realizes there is much to do and learn in life. It is a place for peple to live through various experiences. College is a place for a person to receive a formal education, by earning a degree. Students may choose froma variety of fields to study, ranging from agriculture to zoology. But not only are academics involved, many other aspects and areas that persons without such an experience will never discover.

A college degree shows that one has a desire to learn and to earn "something" (degree) for themselves. A college experience gives one a sense of independence, discipline and time manegement. By living independently of one's family and scheduling one's time to do tasks that are required by instructors, a person develops a stronger inner sense of responsibility. Although not all person entering college necessarily need to improve their degree of responsibility, a college experience will improve it.

Deciding to go to college may be based on various reasons, the most likely reason being to better oneself by earning a degree. Others may attend to pleease their parents or to get away from them for two to six years, depending upon the student and his/her learning potential. Some people feel college is a place to meet their mate for life. I personally feel there are so many people to meet in theis world--college is not the place to meet my future spouse. College may also be a shelter for soem. Those people that feel insecure about themselves or are not exactly sure what they want to do with their lives may hide from the "real world" by staying in school, swithcing curriculum on a yearly basis.

Learning about a certain field is the main purpose of college, but a college education includes learning about other people. It involves an entirely different living experience than what an individual has been accustom to in the preceding eighteen years of life. There are many aspects of campus life a student must deal with besides the books and homework assignments. To name a few, living away from the family and with others is the best experience a person can live through. Dealing with other personalities on a daily basis may be challenge for some, a breeze for others. For example, a student from a large family may be able to get along with just about anyone as opposed to a only chilc coming from a broken home, in which the parents are divorced. A college household may consist of roommates that have clashing personalities. A certain individual may be able to get along with each of them seperately, another may have a difficult time dealing with them. People from different backgrounds and different family environments teach others new things or have differing opinions on various topics. Differing opinions are, obviously not always complementary, this is when possible confrontations occur. What one roommate may feel is morally correct, another may be against it. Everyone is brought up differently or taught different rules as a child and this conflict, strange as it may seem, adds to an individual's college education.

I also feel college is a place for an individual to learn how to lear, meaning that it gives them the experience of dealing with different situations, enabling them to mature in. Those that have had everything handed to them on a silver platter throughout life may get a rude awakening when they begin their college career. These people will begin to realize that their parents will not be around forever and they will soon have to do things for themselves.

By living away at cllege as opposed to commuting, students will realize that dishes are not cleaned by ghosts, garbage is not taken out by the "garbage men" and laundry is no longer done by mom.

To me, college has been a temporary part of my life, a plateau in which I ascended to. I had planned to go away to school for four years and no longer. I have reached one of my goals in life: earnign a bachelor's degree in less than four years. Earning my degree was a lot of hard work. Contrary to this, I have formed many friendships and enjoyed my years in college. I plan to meet many more people, work many long hours and enjoy the next "educational" level of my life, my career.